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Self-evaluation report covering: Institutional objectives, evidences of stability, finance, plant, materials and equipment, library, registrar's records and reports, curriculum, faculty, instruction, administration, and students.

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IV-20

Self Evaluation Report

Report I

January 1960

OREGON STATE COLLEGE
Corvallis, Oregon

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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SELF-EVALUATION

REPORT I

Prepared for the

Commission on Higher Schools,

Northwest Association of Secondary and

Higher Schools

January 1960

OREGON STATE COLLEGE

Corvallis, Oregon

A. Institutional Objectives

1. Charter and Aim

Charter of Oregon State College

FEDERAL LAND-GRANT ACT (FIRST MORRILL ACT), JULY 2, 1862

. . . Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State . . . And be it further enacted, That all moneys derived from the sale of lands aforesaid, by the States . . . shall constitute a perpetual fund . . . the interest of which shall be inviolably appropriated by each State . . . to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical enducation of the industrial classes in the several pursuits and professions in life. . . . No State shall be entitled to the benefit of this act unless it shall express its acceptance thereof by its Legislature, within two years from the date of its approval by the President. . . .

MORRILL ACT PROVISIONS IRREVOCABLY ACCEPTED BY OREGON LEGISLATURE, OCTOBER 9, 1862

. . . each and all of the propositions in said act of Congress offered to the State of Oregon are hereby irrevocably adopted, with all the conditions and obligations therein contained. . . .

CORVALLIS COLLEGE INCORPORATED AUGUST 22, 1868

The name . . . Corvallis College . . . is not limited in duration . . . The object of this incorporation is to . . . endow, build up, and maintain an institution for educational purposes and to confer all such honors, distinctions, and degrees usual in colleges . . . provided such college shall be strictly a literary institution.

CORVALLIS COLLEGE (OREGON STATE COLLEGE) DESIGNATED THE LAND-GRANT INSTITUTION OF OREGON, OCTOBER 27, 1868

Be it enacted by the Legislative Assembly of the State of Oregon: That J. F. Miller, J. H. Douthit and Joseph C. Avery are hereby constituted a board of commissioners with power . . . To locate all the lands to which the state is entitled by act of congress for the purpose of establishing an agricultural college . . . That, until other provision can be made, the Corvallis college is hereby designated and adopted as the agricultural college, in which all students sent under the provisions of this title shall be instructed in all the arts, sciences, and other studies, in accordance with the requirements of the acts of congress making such donation . . .

OCTOBER 27, 1868 ACTION MADE PERMANENT, OCTOBER 1870

Be it enacted by the Legislative Assembly of the State of Oregon: That Corvallis College, in Benton County, is hereby designated and permanently adopted as the Agricultural College of the State of Oregon, in which all students sent under the provisions of law shall be instructed in accordance with the requirements of the Act of Congress, approved on the second day of July, 1862, granting public lands to the several States and Territories, which might provide colleges for the benefit of Agriculture and the Mechanic Arts, and the acts amendatory thereof . . . .

The Aim
of Oregon State College

THE AIM of Oregon State College is to provide both opportunity and inspiration for gaining knowledge and for developing attitudes and abilities which contribute to living in a democratic society. This aim requires the development of the individual and of society as well as the development and conservation of resources through instruction, research, and extension.

The Aim is to be achieved by promoting:

- The pursuit of truth and the advancement of knowledge.
- The well-being of the individual to the extent of his capacity through improvement of intellectual, physical, economic, social, aesthetic, and ethical attainments.
- The growth of social institutions responsive to the needs of people.
- The improvement of government through encouragement of an informed and actively participating citizenry.
- The development of business and the professions through improvement of personnel, facilities, techniques, and services.
- The conservation of natural resources through improved production, processing, marketing, and utilization.

The furtherance of this aim requires the individual and combined efforts of a competent staff working freely and cooperatively under conditions conducive to its attainment.

2. The Charter of Oregon State College, reproduced on page 2, brings together extracts from Federal and State documents that pertain to the incorporation of Corvallis College and its designation as the recipient of the endowment made available through the Morrill Act of 1862. In order that these extracts may have wide distribution among the college community and through libraries across the country, this page is printed in a prominent place in the annual Catalog. It is also available as a single printed page. A 48-page booklet "The Charter of Oregon State College," published in commemoration of Charter Day, October 27, 1951, presents in facimile pages complete bills or more extensive extracts from these basic documents.

"The Aim of Oregon State College," reproduced on page 3, is the result of three years work by a special faculty committee appointed to formulate the objectives and functions of the institution. This committee, drawn from various divisions of the institution, sought to interpret the balance between present day functions and the original responsibilities as laid down in the charter documents. They took into consideration not only the teaching function, but also the responsibilities for research and extension. Their discussions began early in 1951 and were carried on periodically until 1954, when the summary statement was presented for acceptance to the Faculty Senate and the faculty as a whole. To provide the faculty with a fuller understanding of this summary, the committee issued an amplification, which in mimeographed form was given wide distribution. The text of this document follows:

The Aim of Oregon State College is amplified as follows:

I. The pursuit of truth and the advancement of knowledge.

Oregon State College aims to contribute to the pursuit of truth and the advancement of knowledge by striving:

A. To make available materials and facilities necessary for gaining and advancing knowledge.

B. To stimulate an attitude of inquiry.

C. To examine existing knowledge.

D. To discover new information.

II. The well-being of the individual to the extent of his capacity through improvement of intellectual, physical, economic, social, aesthetic, and ethical attainments.

Oregon State College aims to stimulate the individual:

A. To think creatively, critically, analytically, and constructively.

B. To achieve vocational competence.

C. To discover and develop interests and abilities essential to socially useful and personally satisfying vocations.

D. To understand the ideas of others and to communicate ideas effectively to others.

E. To understand the physical environment and appreciate the implications of science for human welfare.

F. To become acquainted with and to understand the significant achievements in the many fields of human endeavor.

G. To attain a satisfying emotional and social adjustment.

H. To understand the social and personal values of home and family life.

I. To maintain and improve physical and mental health.

J. To become sufficiently interested in the problems of mankind to do something about them.

K. To form independent judgments and be willing to defend them.

L. To know and to appreciate the cultural heritage of mankind.

M. To know himself and to effect continuous self-improvement.

N. To develop a pattern of behavior based on ethical principles.

III. The growth of social institutions responsive to the needs of people.

Oregon State College aims to aid the creation and development of social institutions which are responsive to the needs of people by encouraging individuals and groups.

A. To appreciate and to participate in cultural, social, and religious activities.

B. To create means of effecting social betterment and meeting social needs.

C. To promote the social good of public service.

D. To work for understanding and harmony among people.

IV. The improvement of government through encouragement of an informed and actively participating citizenry.

Oregon State College aims to aid the improvement of government by stimulating each citizen:

A. To develop loyalty to American ideals and institutions.

B. To respect the law and properly constituted authority.

C. To learn the mechanics of government.

D. To exercise objective evaluation of civic issues and candidates for public offices.

E. To accept both the responsibilities and provileges of citizenship.

F. To develop a concept of government flexible enough to meet the needs of a changing society.

V. The development of business and the professions through improvement of personnel, facilities, techniques, and services.

   A. To provide business and the professions with competent personnel.

   B. To develop and promote the acceptance of standards in goods, services, methods and practices, and of ethical conduct.

   C. To discover and improve facilities and techniques which will enable business and the professions to perform their functions more efficiently.

   D. To develop and perform services for the benefit of society which are beyond the means or scope of business and the professions to perform for themselves.

VI. The conservation of natural resources through improved production, processing, marketing, and utilization.

Oregon State College aims to achieve the conservation of natural resources through the coordinated effort of all the facilities of the college:

   A. To promote an understanding of

      1. The basic properties of natural resources.

      2. The economic limitations in the use of natural resources.

      3. The vital dependence of people upon natural resources.

      4. The interrelationships of resources and the urgent need for integrated resource use.

      5. Conservation through wise utilization.

   B. To develop and improve resources through effective management.

   C. To educate technicians professionally competent in resource fields.

   D. To conduct research designed to discover new resources and new uses for existing resources.

Further steps to acquaint staff with institutional purposes

Faculty Day. Resident faculty meet on the Thursday before New Student Week. The President, Chancellor, and faculty committees take this occasion to discuss institutional purposes, progress toward their accomplishment, and plans for the future. At this annual day-long conference each faculty member receives copies of various publications, including "New Student Week Program," "Schedule of Classes and Academic Regulations and Procedures," "Faculty Organization and Committees," and "Calendar of Special Events."

New faculty reception. An open house or special reception for new faculty members and their wives helps acquaint the new people with the purposes, facilities, and some of the administrative officers of the institution. A handbook, "Information for the Staff," published annually is designed especially for new faculty.

Faculty meetings. School and departments hold meetings as frequently as their individual needs require. Each year in December the School of Agriculture holds a 4-day Annual Conference, when the resident staffs in instruction, research, and extension in agriculture and home economics are joined by the staffs of branch experiment stations and county extension agencies. Sometimes general faculty meetings are called during the year. Convocations attended by both faculty and students and presided over by the President are held about twice a month.

Publications. As an aid in keeping faculty informed of institutional purposes, policies, and accomplishments the following publications in addition to those already mentioned are distributed to the faculty.

"Staff Bulletin" issued weekly 33 times a year. Distributed to all faculty.

"Newsletter" published in September, January, and April and aimed primarily at parents and alumni also goes to all faculty.

"Staff Directory," campus telephone directory including name, title, office, home address, and home telephone of all faculty and most other employees of the College. Distributed to all faculty.

"General Catalog," available to faculty upon request to the Registrar.

"Graduate Catalog," available upon request to Registrar.

"Summer Session Catalog," available from the Director of Summer Session.

3. Means of determining regularly whether institutional purposes are being accomplished include:

Annual review and justification of the budget.

Annual review of proposed curricular changes and monitoring of curriculum development by the Council on Curriculum and Academic Policy.

Periodic review of the responsibilities within their province by the Graduate Council, Council on Student Personnel, and various faculty committees listed in "Faculty Organization and Committees."

The Administrative Council, composed of the deans and certain other administrative officials, meets regularly twice a month. Its primary function is the coordination of administrative activities.

The Faculty Senate, composed of representatives elected by the faculty and members of the Administrative Council, is the supreme legislative body for the institution. The Faculty Forum, provided for in the bylaws of the Faculty Senate, furnishes a sounding board for faculty opinion and a means of formulating recommendations to be acted upon by the appropriate agency or individual. The Bylaws of the Senate and functions of various officers and committees may be found in the "Faculty Organization and Committees" booklet.

B. Evidences of Stability

1. Corvallis College, the forerunner of Oregon State College, began operation in 1858 as an academy but had only primary and preparatory departments until college-level instruction began in 1865. The State Legislature designated Corvallis College as "the agricultural college of the State of Oregon" on October 27, 1868. This institution, maintained by the Methodist Church, South, was partly state supported from 1868 to 1885, when the State assumed complete control. Operation has been continuous. First B.S. degrees: 1870. First A.B. degree: 1876. First advanced degree (A.M.): 1876. First Ph.D. degrees: 1935.

2-3. Dates significant in establishment and discontinuance of schools and divisions:

1888	Agricultural Experiment Station established
1908	Schools of Agriculture, Commerce, Engineering, and Home Economics established
1913	Schools of Forestry and Mines established
1917	School of Pharmacy established
1918	School of Education established, first as School of Vocational Education
1927	Engineering Experiment Station established
1932	Schools of Commerce and Mines discontinued School of Science, Lower Division, and Division of Physical Education (at first as a department) established.
1933	Graduate School established, first as an interinstitutional division
1943	School of Business and Technology established, first as the Division of Business and Industry

1954 Forest Experiment Station established, consolidated with the Agricultural Experiment Station, 1957

1960 Lower Division discontinued
School of Humanities and Social Sciences established

4. Yearly enrollments, excluding summer sessions and extension courses, for the past ten years and number of graduates for past three years:

Year	Enrollment	Graduates
1948-49	7,992	
1949-50	7,366	
1950-51	6,335	
1951-52	5,335	
1952-53	5,293	
1953-54	5,258	
1954-55	5,732	
1955-56	6,675	
1956-57	7,340	1,238
1957-58	8,317	1,475
1958-59	8,519	1,603

5. Presidents of Oregon State College since its founding are: W. A. Finley, 1865-72; B. L. Arnold, 1872-92; John M. Bloss, 1892-96; H. B. Miller, 1896-97; Thomas M. Gatch, 1897-1907; William Jasper Kerr, 1907-32; George Wilcox Peavy, 1934-40; Frank Llewellyn Ballard, 1940-41; Francois Archibald Gilfillan (acting), 1941-42; August Leroy Strand, from 1942.

6. Percent of turnover in teaching staff.

	54-55	55-56	56-57	57-58	58-59	Average
Lower Division	6%	7%	9%	9%	8%	8 %
Science	6	9	8	4	5	6
Agriculture	1	1	3	2	1	3
Business and Tech	14	7	15	7	13	11
Education	10	5	1	4	17	7
Engineering	10	10	8	16	12	11
Forestry	0	12	5	2	11	6
Home Economics	13	6	13	21	19	14
Pharmacy	13	11	25	22	11	16
Physical Education	4	3	7	7	12	7
Average	8	7	9	9	11	9

C. Finance

1. A summary of receipts and expenditures, by main categories, for the previous fiscal year, indicating the percent of receipts and the expenditures for each major classification.

a. Education and General Funds

Receipts		
Student Fees	$ 1,293,108	14.8%
Endowment Income	6,693	.1
Gifts and Grants	925,821	10.6
State Government	6,035,648	69.3
Federal Government	103,541	1.2
Activities Relating to Educational Departments	260,657	3.0
Sales and Services of Educational Departments	9,162	.1
Miscellaneous	77,323	.9
Total	$ 8,711,953	100.0%

Expenditures		
General Administration	$ 60,695	.7%
Institutional Services	544,740	6.3
Instructional and Res. Services	289,351	3.3
Libraries and Museums	346,496	4.0
Instruction	4,889,844	56.1
Organized Research	953,644	11.0
Extension and Public Services	209,791	2.4
Activities Relating to Educational Departments	324,133	3.7
Physical Plant	1,093,259	12.5
Total	$ 8,711,953	100.0%

Note: (1) Receipts are reported only to the extent expended for restricted funds.

(2) Excluded from the above:

Federal Cooperative Extension, Receipts and Expenditures	$ 2,804,968
Agricultural Experiment Station, Receipts and Expenditures	3,156,627

b. Student Aid Funds

Receipts		
State Fee Remissions	$ 64,740	10.3%
Other Gifts for Scholarship Purposes	561,171	89.7
Total	$ 625,911	100.0%
Expenditures		
State Fee Remissions	$ 64,740	12.7%
Other Gifts for Scholarship Purposes	445,352	87.3
Total	$ 510,092	100.0%

c. Auxiliary Activities, Including Dormitories, Health Service, Student Union, Forest Tract Operations, etc.

Receipts	$ 2,075,736	100.0%
Expenditures	$ 2,043,109	100.0%

d. Plant Funds

Receipts		
Federal Government	$ 453,220	9.2%
State Government	3,505,000	71.3
Student Fees	240,228	4.9
Foundations	8,000	.2
Earnings on Plant Fund Investments	38,864	.8
Loans	39,655	.8
State Restoration Insurance	57,000	1.2
Auxiliary Activities and Misc. Sources	571,660	11.6
Total	$ 4,913,627	100.0%
Expenditures		
Land Purchases	$ 24,242	.6%
Building Construction	3,248,995	82.1
Improvements Other than Buildings	316,662	8.0
Repayment of Capital Indebtedness	183,000	4.6
Interest on Capital Indebtedness	185,042	4.7
Total	$ 3,957,941	100.0%

2. Summary of the Budget for the Current Fiscal Year (1959-60)

Education and General Funds	
Administration	$ 63,248
Libraries and Museums	413,902
Institutional Services	661,708
Instructional Services	321,818
Instruction	5,382,496
Organized Activities Related to Instr.	310,631
Extension	90,606
Research	898,521
Physical Plant	1,111,997
Operating Reserves	50,815
Total Education and General Funds Budget	$ 9,305,742

Note: Budgets for Federal Cooperative Extension Service and the Agricultural Experiment Stations are not included in the total shown above. The 1959-60 budgets for these activities are as follows:

Federal Cooperative Extension	$ 2,991,383
Agricultural Experiment Station	3,384,034

3. Annual Surplus or Deficit Each Year for Past 10 Years and Amount of Accumulated Surplus or Deficit at End of Last Fiscal Year.

There has been no surplus or deficit at Oregon State College during the past 10 years. This situation exists by reason of financial and accounting policies which govern our financial reporting. These policies are outlined as follows:

a. The State Board of Higher Education transfers state appropriated funds to the Oregon State College unrestricted budget accounts only to the extent needed to supplement unrestricted income in meeting the total expenditures of these accounts.

b. Income which is restricted is reported as income only to the extent expended.

4. Total Endowment by Classification, Determination of Values, and Management of Investments.

Total Endowment by Classification 6-30-59	Par Value	Book Value
Bonds		
New York Steam	$ 1,000	$ 1,000
U. S. Savings Bonds Series G	70,000	70,000
U. S. Savings Bonds Series K	60,000	60,000
U. S. Treasury Notes Series E.A.	70,000	64,531
Stocks		
Ideal Cement Company		1,340
Funds Held in Trust		
Land Grant Fund for Oregon State College State Land Board		214,840
Other		
Board of Higher Education Consolidated Pool Investments		103,582
Total Endowment		$ 515,293

All investments with the exception of the Land Grant Fund, are under the management of the State Board of Higher Education. The Land Grant Fund is managed by the Oregon State Land Board.

Investment policies of the State Board of Higher Education are followed by the Comptroller in management of Endowment Funds. The Comptroller also utilizes private investment counsel within the framework of the Board's policies.

5. Yearly Income for Each of the Past 10 Years from Endowment, from Taxes, from Church Support, from Foundation Grants, and from Individual Gifts.

Fiscal Year	Income From Endowment	Income From Taxes	Income From Foundations	Income From Individual Gifts	Income From Church Support
1949-50	$ 8,351	$ 3,311,671	$ 4,129	$ 7,441	None
1950-51	9,623	4,943,340	6,157	27,319	"
1951-52	9,547	5,516,519	4,733	12,492	"
1952-53	9,625	5,286,706	2,964	8,594	"
1953-54	10,677	4,955,602	5,228	20,932	"
1954-55	10,672	5,078,148	4,331	24,010	"
1955-56	12,360	5,044,568	4,332	34,261	"
1956-57	13,376	6,467,490	11,971	31,773	"
1957-58	14,247	7,415,972	44,034	39,984	"
1958-59	15,059	8,638,482	56,509	60,314	"

Explanatory Notes

Federal Cooperative Extension Service and Agricultural Experiment Station not included.

Endowment income includes income restricted to student aid purposes

Income from taxes includes both State and Federal Government sources. Income from taxes also includes amounts received from Capital Outlay and Contract Research.

Income from Foundations includes non-profit associations, but not Government supported foundations. The National Science Foundation is included under "Taxes".

6. a. Capital Outlay Indebtedness, October 31, 1959

Bonds Payable		
1951 Series, Women's Dorm	$ 1,018,000	
1951 Series, Coliseum	1,648,000	
1953 Series, Azalea House	60,000	
1953 Series, Men's Coop Houses	130,000	
1956 Series, Men's Dorms & Cafe.	1,850,000	
1958 Series, 2 Dorms & Cafeteria	2,414,000	
1959 Series, Dorm & Cafeteria	1,760,000	
1959 Series, Memorial Union Add'ns	1,310,000	
		$ 10,190,000
Purchase Contracts		
Beach Property	$ 21,357	
Hill Property	5,000	
Agricultural Car Pool Building	19,268	
Alpha Chi Omega	19,200	
Marchel Property	10,000	
		74,825
Total Capital Outlay Indebtedness		$ 10,264,825

b. Provisions for Meeting Obligations.

Bonds Payable. Student Building Fees are used to retire indebtedness on the Coliseum and Memorial Union Additions. Bonded indebtedness is retired on student housing from earnings of dormitories and cooperative houses.

Purchase Contracts. Earnings from operations connected with the property purchased.

7. Total Present Fund for Future Expansion or Remodeling. From what Sources obtained.

Unexpended Plant Funds by Source, October 31, 1959	
Bond Building Funds	$ 2,568,129
State Building Appropriation 1955-57	12,808
State Building Appropriation 1957-59	436,383
State Building Appropriation 1959-61	3,226,033
Other Capital Outlay Fund Balances:	-
Received from Current Funds	285,606
Received from Gifts	10,000
Received from Federal Government	49,175
Total Unexpended Plant Funds	$ 6,588,134

Note: Funds shown above are for all types of college buildings, including dormitories and student union building.

8. Total Indebtedness (other than for Capital Outlay) Outstanding over Thirty Days.

To the best of our knowledge, Oregon State College has no indebtedness outstanding over 30 days (exclusive of Capital Outlay).

9. Student Accounts Receivable Written Off and those Carried Forward during each of the last Ten Fiscal Years. Report the total accumulated at the end of the last Fiscal Year.

Year	Amount Written off	Amount Carried forward
1949-50	$ --	$ 544.44
1950-51	--	850.00 *
1951-52	--	1,203.97
1952-53	63.09	801.99
1953-54	126.14	1,530.29
1954-55	125.50	1,253.61
1955-56	41.30	1,305.14
1956-57	46.85	1,894.85
1957-58	152.37	2,517.90
1958-59	63.79	2,060.75

* Estimated for 1950-51

10. Oregon State College's Instructional Program does not depend on financial support from sources other than student fees, state support, and some minor miscellaneous funds.

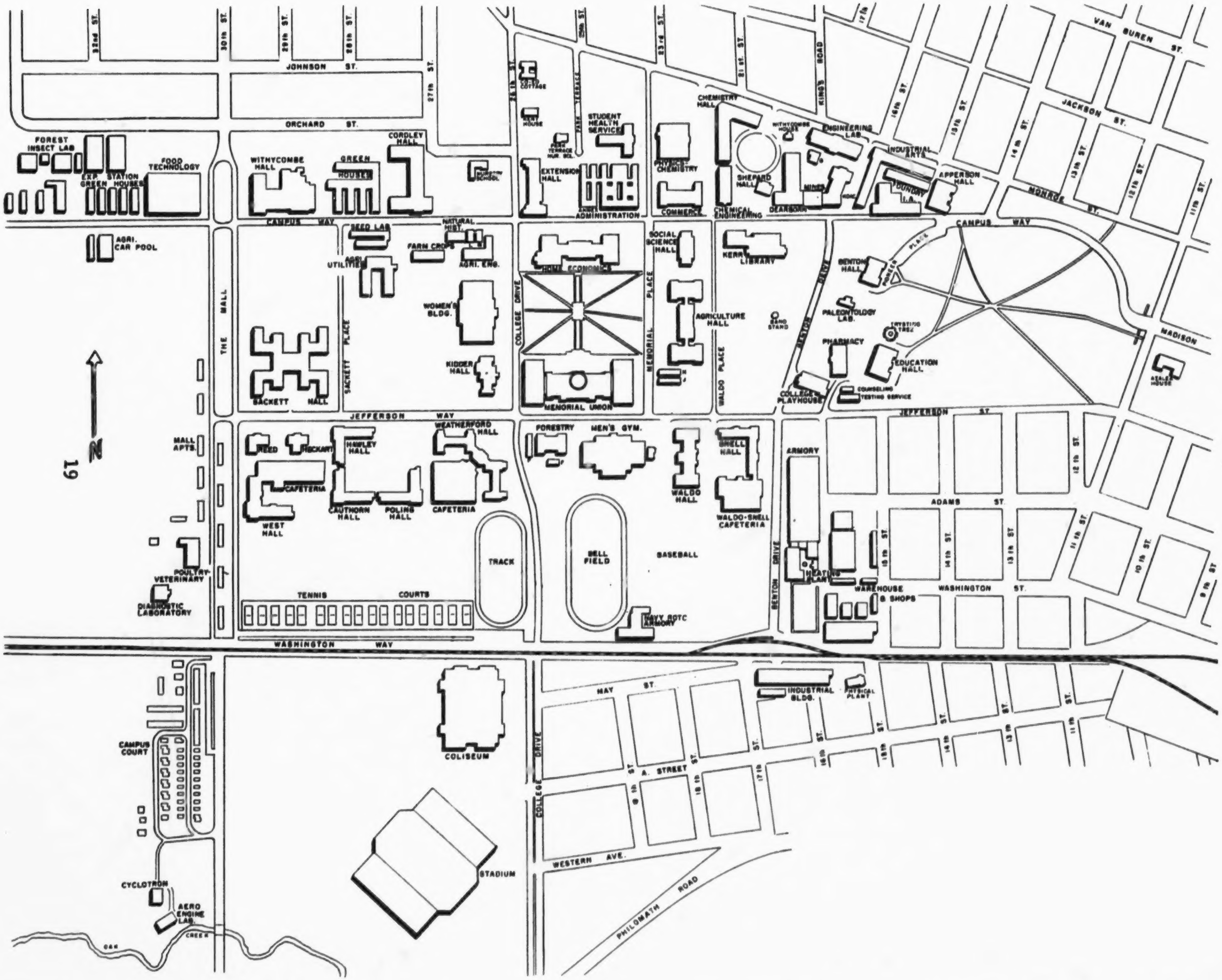
The research program (other than agricultural research) has been dependent to a large extent on gifts, grants and contracts. Individual staff members are encouraged to apply for research grants where there is benefit to the institution. These applications are screened by a research committee prior to their submission. It is likely that more research funds will be attracted as facilities for research are expanded.

11. Audit reports, business forms, and records, will be available for the visiting committee to inspect at the following locations:

Business Manager's Office, Commerce Hall, Room 107
Business Office, Administration Building, Room 10

D. Plant

1. The following pages provide views of a representative group of campus buildings arranged approximately in their order of construction. A map will be found on page 19.


VAN BUREN ST.
JACKSON ST.
MONROE ST.
MADISON
JEFFERSON ST.
ADAMS ST.
WASHINGTON ST.
MAY ST.
A. STREET
WESTERN AVE.
PHILOMATH ROAD
COLLEGE DRIVE
CAMPUS WAY
JEFFERSON WAY
WASHINGTON WAY
THE MALL
JOHNSON ST.
ORCHARD ST.
BENTON DRIVE
BENTON PLACE
PIONEER PLACE
WALDO PLACE
MEMORIAL PLACE
SACKETT PLACE
PARK TERRACE
KINGS ROAD
9th ST
10th ST.
11th ST.
12th ST.
13th ST.
14th ST.
15th ST.
16th ST.
17th
18th ST.
21 st. ST.
23rd ST.
25th ST.
26th ST.
27th ST.
28th ST.
29th ST.
30th ST.
32nd ST.
APPERSON HALL
INDUSTRIAL ARTS
FOUNDRY
I.A.
ENGINEERING LAB
WITHYCOMBE HOUSE
MINES
DEARBORN
SHEPARD HALL
CHEMISTRY HALL
CHEMICAL ENGINEERING
PHYSICS-CHEMISTRY
COMMERCE
ADMINISTRATION
STUDENT HEALTH SERVICE
EXTENSION HALL
NURSERY SCHOOL
CORDLEY HALL
GREEN HOUSES
WITHYCOMBE HALL
FOOD TECHNOLOGY
EXP. STATION GREEN HOUSES
FOREST INSECT LAB
AGRI. CAR POOL
SEED LAB
NATURAL HIST.
FARM CROPS
AGRI. ENG.
AGRI. UTILITIES
WOMEN'S BLDG.
KIDDER HALL
SACKETT HALL
HOME ECONOMICS
MEMORIAL UNION
SOCIAL SCIENCE HALL
AGRICULTURE HALL
KERR LIBRARY
BAND STAND
BENTON HALL
PALEONTOLOGY LAB.
TRYSTING TREE
PHARMACY
EDUCATION HALL
COLLEGE PLAYHOUSE
COUNSELING TESTING SERVICE
ATALEY HOUSE
ARMORY
HEATING PLANT
WAREHOUSE & SHOPS
SHELL HALL
WALDO HALL
WALDO-SNELL CAFETERIA
MEN'S GYM.
FORESTRY
WEATHERFORD HALL
CAFETERIA
HAWLEY HALL
POLING HALL
CAUTHORN HALL
REED
HECKART
CAFETERIA
WEST HALL
TRACK
BELL FIELD
BASEBALL
NAVY ROTC ARMORY
TENNIS COURTS
MALL APTS.
POULTRY-VETERINARY
DIAGNOSTIC LABORATORY
INDUSTRIAL BLDG.
PHYSICAL PLANT
COLISEUM
STADIUM
CAMPUS COURT
CYCLOTRON
AERO ENGINE LAB.
OAK CREEK
N

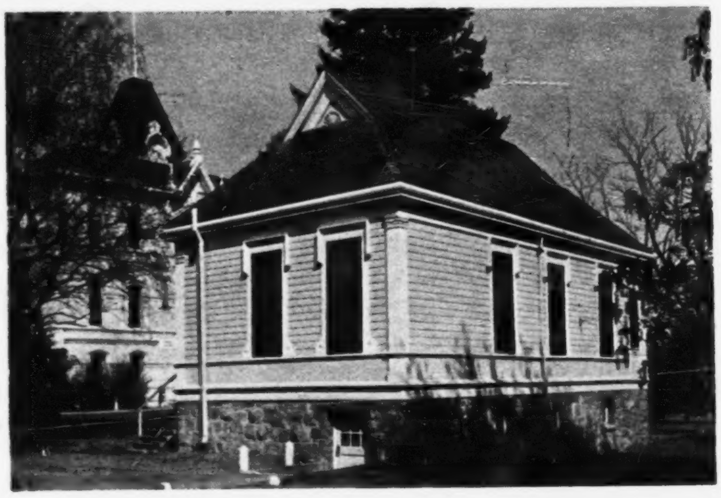
1889 - 1899

Benton Hall, built by private subscription 1888-9, as it appeared about 1900 and as it appears today.

Apperson Hall, built as Mechanical Hall, 1898, houses Civil Engineering.

Built as a men's dormitory--Cauthorn Hall--in 1892 (right upper), Kidder Hall today is home of Art, Modern Languages, and Landscape Architecture.

College Playhouse (1899), served in its early years as an Armory and Men's Gymnasium, later as a Women's Gymnasium, auditorium, and practice room for music groups. Today it has a 524-seat little theater, workshops for stagecraft and lighting classes and other facilities.

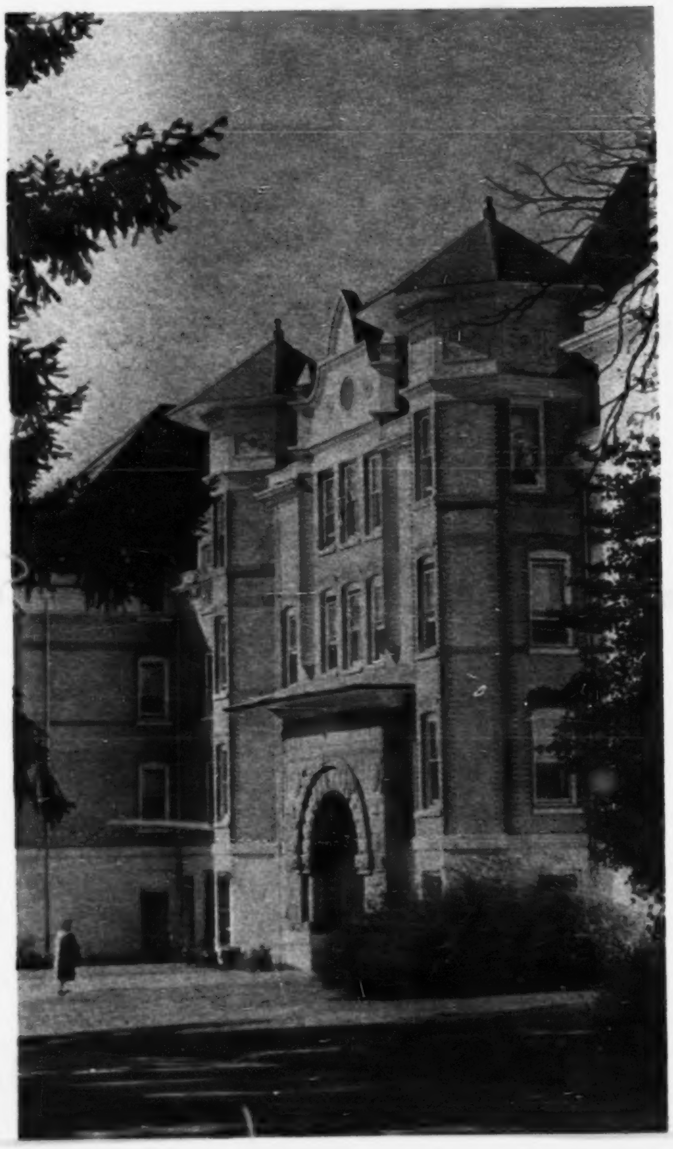


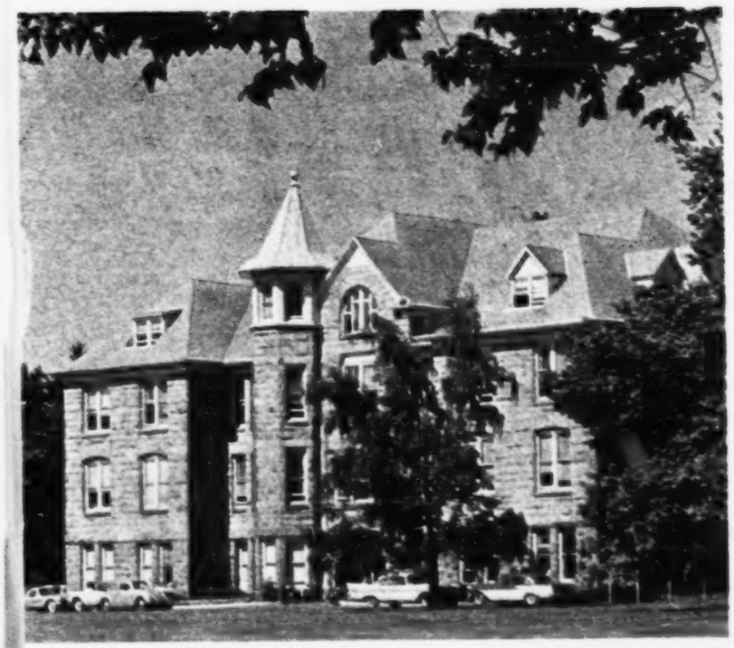
Paleontology Laboratory, one of oldest buildings still in use, has housed Mines, Student Health Service, and Campus Police. Today it provides space for working collections, laboratories, and classrooms for students majoring in Paleontology.

1900 - 1910

Waldo Hall (right), campus home for generations of women from 1907 to 1958--now a residence hall for men.

Education Hall (below), built for Agriculture in 1902, now houses Education, Geology, Psychology.





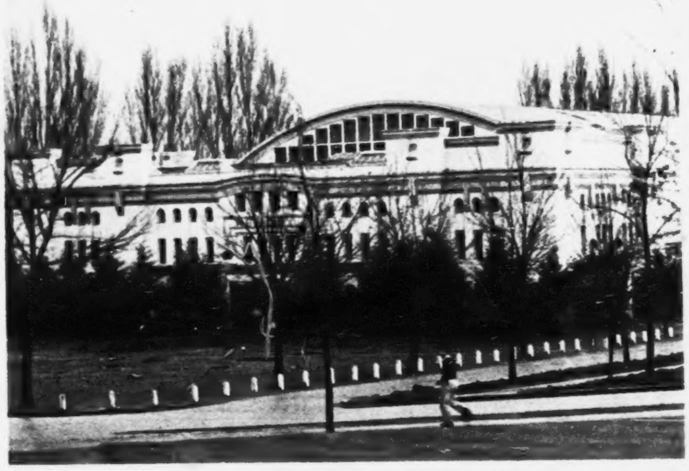
1910 - 1920

Shepard Hall, top (1908), as an activity center once had a swimming pool. Now it houses the Speech Department and provides storage for little-used Library materials.

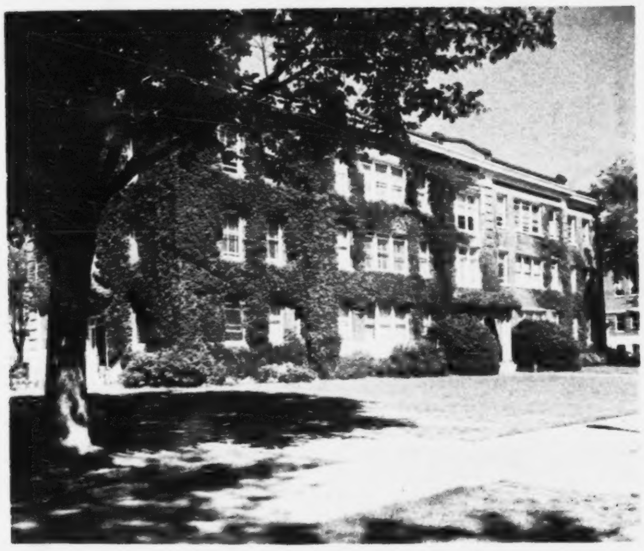
Agriculture Hall, above, built in 1909-13.

Industrial Arts -- 1908, 1949.

The Armory -- 1910, 1911.



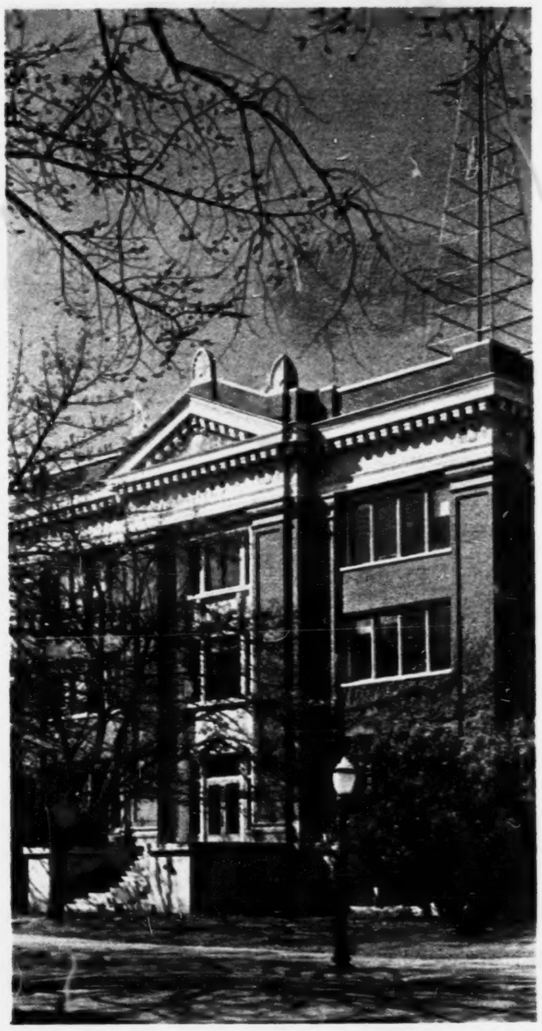
Social Science Hall -- 1912, 1951.



Forestry Building -- 1917.

Mines Building, right (1913), built for School of Mines, which was discontinued in 1932, now houses part of Engineering Experiment Station, and Mechanical Engineering.

Home Economics, below, erected in three sections as School grew--1914, 1920, 1952.



Men's Gymnasium, right (1915, 1921, 1953), provides classrooms, and pool, floor space for physical education and the intramural sports program.

W. J. Kerr Library, below, (1918) had large wing added in 1941.

Farm Crops Building, lower right, built in 1919, extended in 1924, and remodeled in 1951, when Food Technology moved to new quarters.

Engineering Laboratory, above (1920), houses parts of Mechanical and Civil Engineering.

Commerce Hall, right (1922, 1958), houses Business Administration and Secretarial Science.

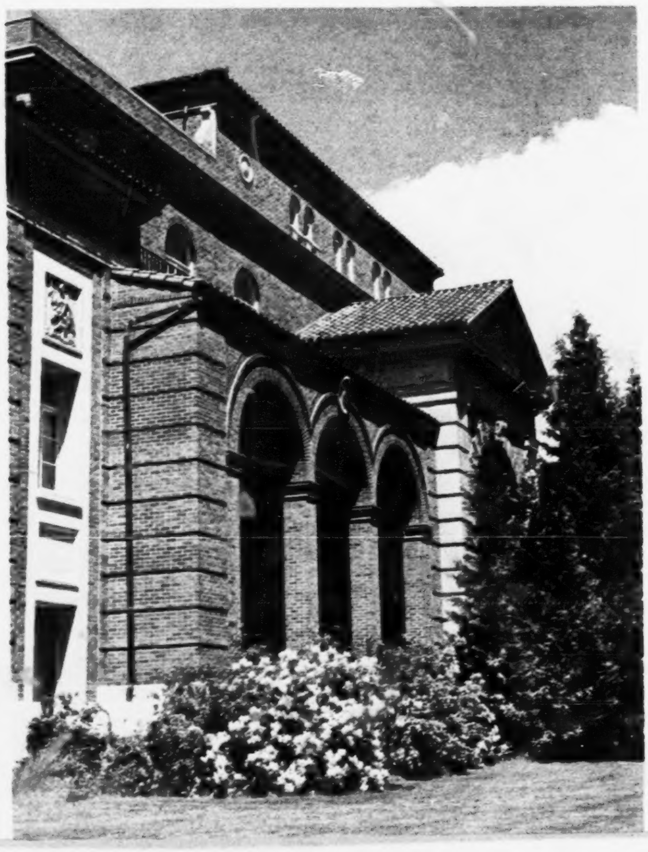
Extension Hall, below, originally built as a women's dormitory, Snell Hall, 1921.

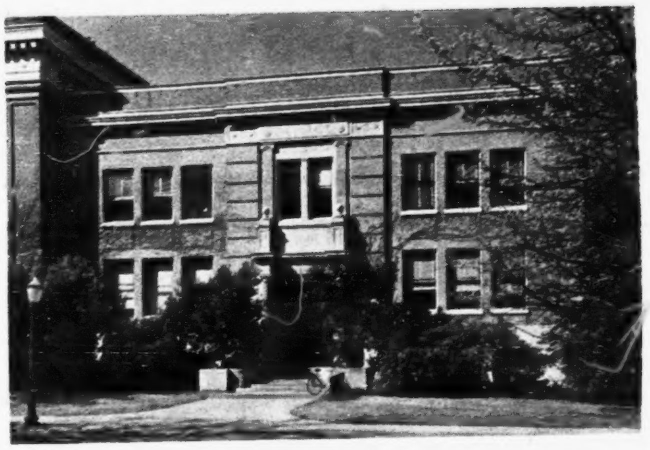
Pharmacy Building, below, built in 1924.

1920 - 1930

Women's Building, left, (1926), houses women's P. E. and recreation.

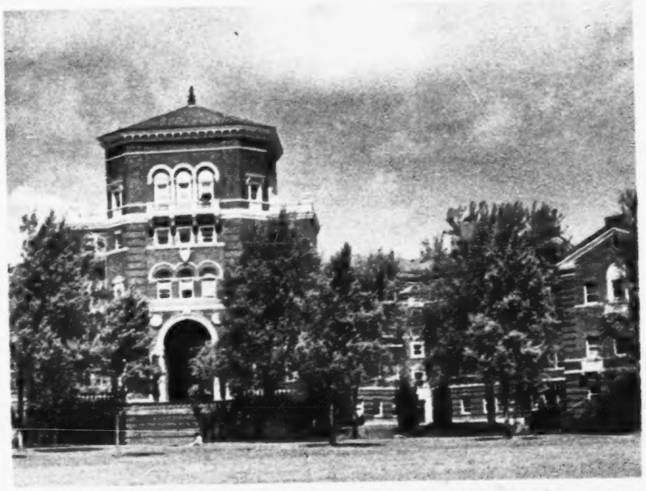
Poultry-Veterinary, below (1927).



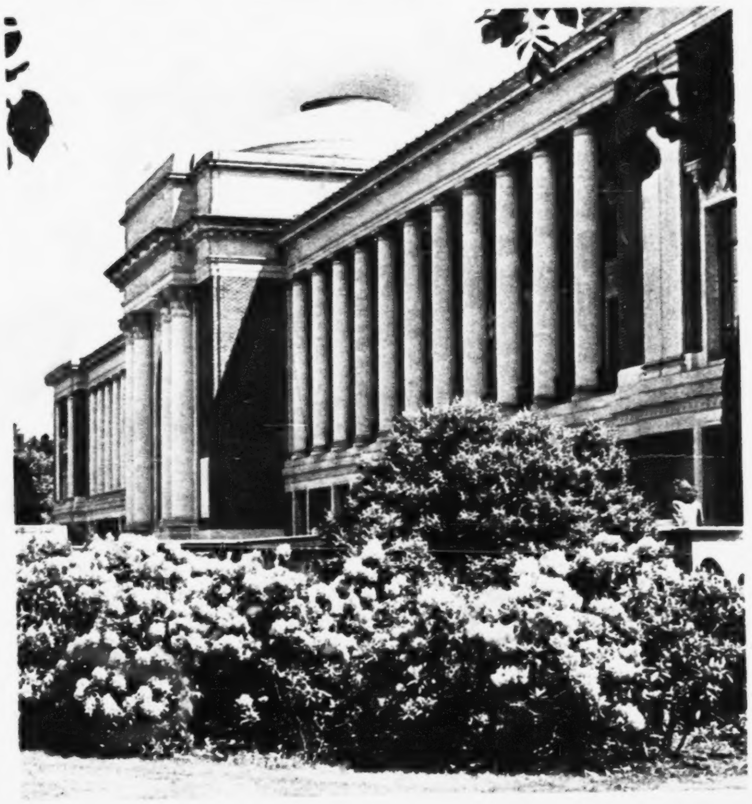


Old Physics Building, left (1928), has Radio KOAC studios and offices on top floor.

Memorial Union, below (1928, 1960), is the center for student life and activities.



Weatherford Hall, above (1928), as it looked before additions in 1957.



1930 - 1940

Chemistry Hall, left, built in 1939.

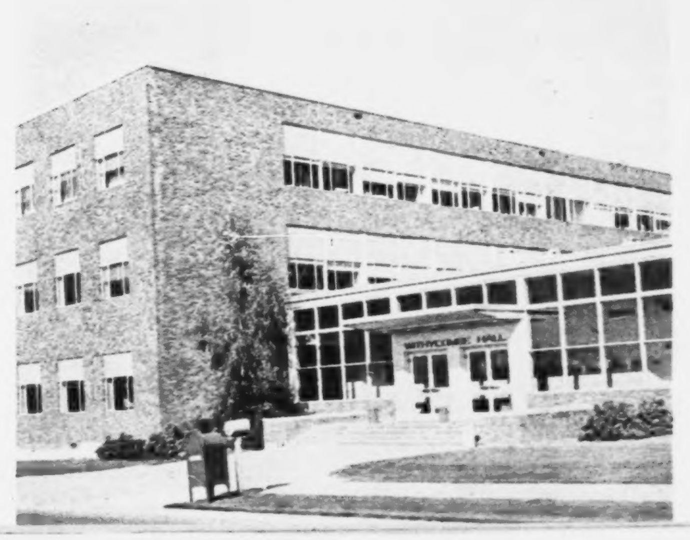
Student Health Service, below (1936).

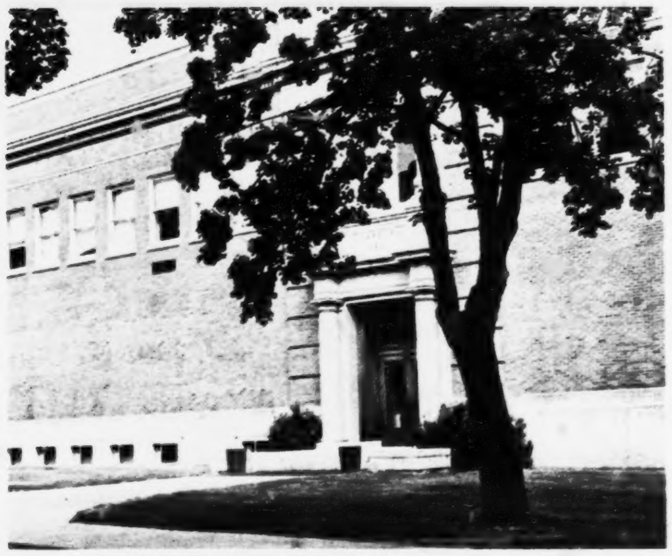
1945 - 1959

Sackett Hall (1948), can house 460 students, men or women, in four units.

Food Technology (1951), an outstanding center for research and instruction.

Withycombe Hall (1952), home of dairy and animal husbandry, dairy products.





Dearborn Hall (1949), houses Electrical Engineering and Engineering offices.

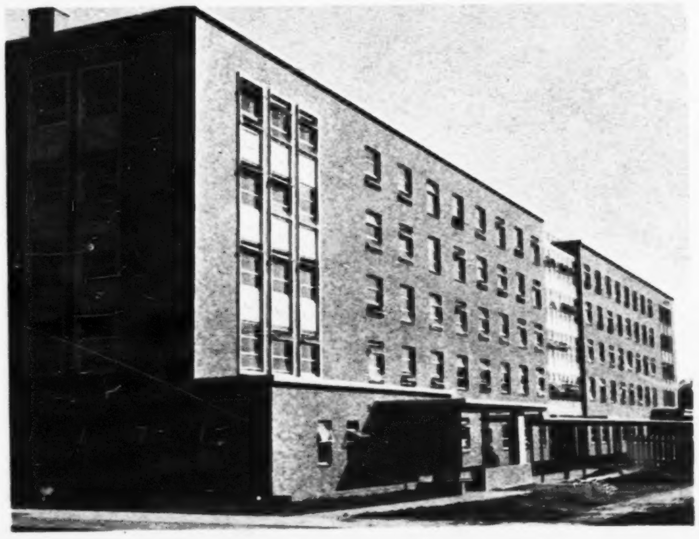
Coliseum (1950), has 10,000-seat auditorium, TV studio, film library, etc.

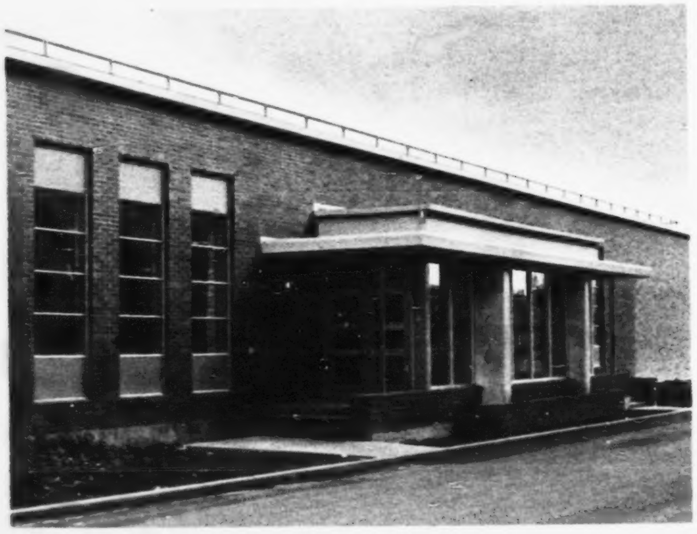
Azalea House (1953), one of the cooperative living groups for women.

Reed Lodge (1954), one of the cooperative living groups for men.

Chemical Engineering (1955), has fine facilities for teaching and research.

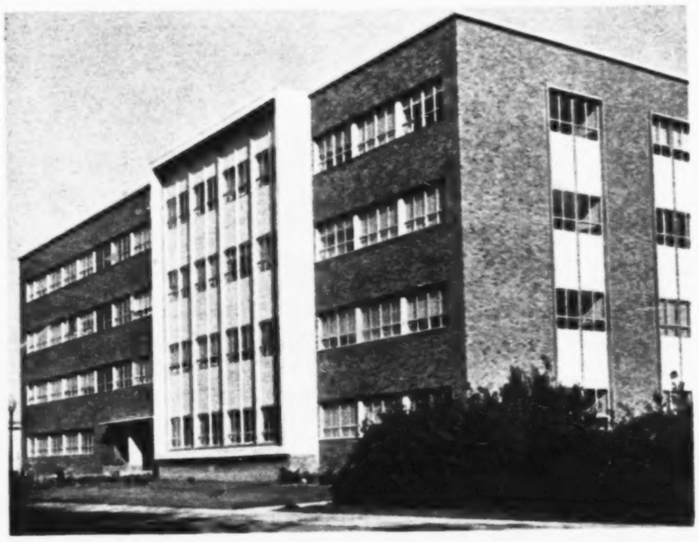
Hawley and Cauthorn Halls (1959, 1957), each has capacity to house 313 students, who take their meals in Cafeteria, below.





Cordley Hall (1957), houses departments of Botany, Entomology, and Horticulture.

Physics-Chemistry (1959), below.



2. Dates or Age of Campus Buildings and Other Improvements.

Recorded dates of existing structures indicate Benton Hall was the first College building, completed in 1889. Kidder Hall, first used as a dormitory was completed in 1892. Apperson Hall followed in 1898. The year 1899 proved an active one for that era and dates Heating Plant, Forestry, College Playhouse and the Paleontology Laboratory.

The last eleven years of the 19th century recorded the following structures on the Oregon State College Campus: Benton Hall 1889, Kidder Hall 1892, Apperson Hall 1898, Heating Plant 1899, Forestry 1899, College Playhouse 1899, Paleontology Laboratory 1899. The new century, in its first decade offered Education Hall 1902, Waldo Hall 1907, Shepard Hall 1908, Industrial Arts 1909, Agricultural Utilities 1909, Agricultural Hall 1909, New Heating Plant 1910, and ended on a military note with the addition of the Armory in 1910.

From 1910 to 1920 construction was slowed. Added were Social Science 1912, Agricultural Engineering 1912, Mines Building 1913, Home Economics 1914, Men's Gymnasium 1915, Kerr Library 1918, and Farm Crops 1919.

During the decade 1920 to 1930 the construction tempo quickened as the following were added: Engineering Laboratory 1920, Commerce 1922, Extension Hall 1921, Pharmacy 1924, Women's Building 1926, Poultry-Veterinary Building 1927, Physics Building 1928, Weatherford Hall 1928, Memorial Union 1928.

The decade 1930 to 1940 proved a period of comparatively little capital outlay for buildings and the only major buildings added were the Student Health Service 1936 and the Chemistry Building 1939.

Since the end of the war an impressive list of new structures has been added, major among which are the following:

Industrial Research	1947
Sackett Hall	1948
Dearborn Hall	1949
Coliseum	1950
Food Technology	1951
Withycombe Hall	1952
Veterinary Diagnostic Laboratory	1952
Azalea House	1953
Filter Plant	1953
Agricultural Car Pool	1954
Heckart and Reed Lodges	1954
Chemical Engineering	1955
Cordley Hall	1957
Cauthorn Hall	1957
Poling Hall	1957
Cafeteria	1957
Hawley Hall	1959
Snell Hall	1959
Waldo-Snell Cafeteria	1959
Physics-Chemistry Building	1960

3. There are certain inadequacies presently apparent in the existing Physical Plant. Most of these are scheduled for removal through the projected construction program listed under Item 4 of this report. Apparent areas of present need are briefly outlined as follows:

a. Teaching facilities and office space for the Department of Fish and Game, School of Agriculture, are inadequate for the numbers of students served by this department. They are housed in Extension Hall which is a permanent building but extensive remodeling has failed to provide satisfactory quarters.

b. The Administration building and Administration Annex building are of a temporary nature. They comprise an area of 30,039 gross square feet. These buildings house the Business Office, the Civil Service Coordinator, Registrar, News Bureau, Journalism Department, Comptroller's Offices, Payroll Offices, English Department and Dormitory Department. In addition there are several classrooms used by the English and Journalism Departments. These structures were moved to the campus from Camp Adair and reassembled. They are wood structures with asbestos siding and are considered substandard by all measurements.

c. Library facilities at present are totally inadequate for present enrollments and staff. Recent emphasis on research has made even more apparent this acute lack of reading and stack space.

d. Quonset huts H, J, Veteran's quonsets, M, L, Seed Laboratory, naval Armory, G-1 and G-2 comprise areas and use as follows:

1. Quonset Huts:

Hut No.	Area	Function
H	2400 Gross Sq. Ft.	Houses Extension Service
J	2400 Gross Sq. Ft.	Classrooms
M & L	2400 Gross Sq. Ft.	Architectural Drafting Rooms
F-1	1216 Gross Sq. Ft.	Forestry Storage & Committee Room
F-2	2400 Gross Sq. Ft.	Classrooms
Seed Laboratory	7207 Gross Sq. Ft.	Seed Laboratory
Naval Armory	13815 Gross Sq. Ft.	Naval R.O.T.C.
Veterans	3388 Gross Sq. Ft.	Counseling & Testing Center
G-1 & G-2	2172 Gross Sq. Ft.	Automotive Laboratories, Mechanical Engineering
Total Area	37,398 Gross Sq. Ft.	

2. Butler Buildings:

33,219 Gross Sq. Ft.	Industrial Engineering
6,440 Gross Sq. Ft.	Natural History
6,537 Gross Sq. Ft.	Military Garage, Forestry Garage
54,483 Gross Sq. Ft.	Physical Plant, Surplus Property
2,225 Gross Sq. Ft.	Cyclotron Building, Physics Department
3,115 Gross Sq. Ft.	Aero-Jet Laboratory, Mechanical Engineering
106,019 Gross Sq. Ft.	

Total Areas: 1. 37,398 Gross Sq. Ft.
2. 106,019 Gross Sq. Ft.

Grand Total
Temporary Structures 143,417 Gross Sq. Ft.

It must be concluded that these areas represent limitations to the complete function of the institution. Contemplated additions to the plant through 1967 will improve many of the above mentioned conditions if our program is adequately supported with State funds for capital expenditures.

Definite limitations will apparently occur in areas of research where unknown demands may cause serious dislocations in certain departments. Demands of areas for service departments such as the Extension Service, U.S. Department of Agriculture, Experiment Station, etc., are to a great extent unknown. Expansion and/or enlargement of curricular areas is another factor not now determinable by this department.

Housing for married undergraduates and graduate students is inadequate at the present time. Housing for single students on campus has kept pace with student body growth.

4. Future Building Program. The following list is the presently indicated future building program for Oregon State College:

Mechanical Engineering Building	$ 1,365,000
Home Management Duplex (including land)	175,000
New Library Building	2,170,000
Pharmacy Building Addition	280,000
Cordley Hall Second Unit	1,950,000
Nursery School Building	300,000
Utility Tunnel Extension - West Mall	350,000
Utility Tunnel Extension - College Drive	185,000
Administration Building	2,160,000
Agricultural Engineering Building	1,225,000
Cordley Hall Third Unit	1,775,000
Heating Plant Addition	435,000
Industrial Engineering Building	2,320,000
Utility Tunnel Extension - East Campus	365,000
Physical Plant Building	945,000
Electrical Installation in Utility Tunnels	380,000
Hydraulics Laboratory	255,000
Forestry Building	990,000
Chemistry Classroom and Laboratory Building	No Estimate
Classroom and Office Building	1,910,000

Addition to Women's Physical Education Building	$ 700,000
Addition to Men's Gymnasium	1,050,000
Education Hall	1,910,000
Library - Second Wing	2,540,000
Addition to Withycombe Hall	725,000
Defense Building	2,400,000

5. The Physical Plant is supervised by the Director of Physical Plant acting under the general direction of the President and Dean of Administration. The function is carried on under two assistants, namely, a Superintendent of Services and a Superintendent of Maintenance and Operation who is a registered engineer. Maintenance and service staffs are considered as permanent and are employed under State Civil Service regulations, requirements and pay scales. It is considered a competent and efficient work unit to perform all the required functions of rehabilitation, minor construction, maintenance and operation.

A further function of the Physical Plant is to act as college representative through all the phases of new construction.

E. Materials and Equipment

1-2-3. The estimated present value of laboratory and instructional equipment, the expenditures for equipment for the last three years, and the expenditures for instructional supplies for each of the last three years are summarized in the tables on the four following pages.

	E-1	E-2			E-3		
					Expenditures for Instructional		
	Present Value	Equipment Expenditures past 3 years			Supplies and Expenses past 3 years		
Instructional Subject	of Equipment	1956-57	1957-58	1958-59	1956-57	1957-58	1958-59
School of Agriculture	$1,332,451.87	$15,321.58	$ 8,174.36	$13,118.62	$12,606.02	$15,718.43	$16,036.18
Dean's Office	35,783.82	2,161.22	620.31	316.55	342.05	887.46	1,034.46
Ag. Econ & Farm Mgmt	36,493.61	550.91	--	--	128.88	428.21	270.71
Fairy & An. Husb.	429,730.91	2,792.40	807.35	1,739.26	2,444.40	1,619.62	2,385.41
Fish & Game Mgmt	54,353.84	366.24	1,403.98	2,479.03	694.98	899.13	933.10
Poultry Husbandry	40,557.89	398.41	231.30	292.50	931.32	1,121.41	167.20
Vet. Medicine	66,442.22	183.08	426.00	340.40	645.74	83.59	11.00
Farm Crops	108,290.02	239.75	457.07	2,061.11	1,605.62	2,106.85	1,838.89
Horticulture	126,194.39	3,065.78	3,270.56	1,340.76	1,399.78	2,774.60	1,887.35
Food & Dairy Tech	262,581.72	1,315.23	1,195.00*	1,783.04	2,554.42	2,658.49	4,507.37
Soils	102,988.85	3,370.34	869.45	1,790.87	453.39	832.57	875.97
Agric. Engineering	69,034.60	878.22	1,283.34	975.10	1,405.44	2,306.50	2,124.72
School of Business & Tech.	95,792.42	6,195.18	11,041.02	9,011.37	3,184.81	4,057.65	5,030.49
Dean's Office	3,736.54	275.00	332.38	828.32	583.48	485.24	488.05
Business Administration	35,473.53	1,488.93	2,016.89	6,671.31	1,092.33	1,911.39	2,647.22
Secretarial Science	56,582.35	4,431.25	8,691.75	1,511.74	1,509.00	1,661.02	1,895.22
School of Education	41,010.69	2,590.22	3,168.78	3,902.08	10,199.88	8,621.27	9,893.79
Education	41,010.69	2,590.22	3,168.78	3,902.08	10,199.88	8,621.27	9,893.79
School of Engineering	1,934,902.56	21,881.68	30,588.11	34,348.77	34,483.50	44,234.49	37,401.06
Dean's Office	23,648.93	1,893.67	461.95	1,828.30	3,409.15	8,180.62	4,021.10
General Engineering	11,776.88	540.50	681.35	1,011.62	364.52	451.82	503.08
Civil Engineering	150,186.68	4,208.65	3,689.61	6,771.83	4,806.47	3,165.59	3,397.83
Electrical Engineering	421,625.45	4,712.39	4,810.58	5,895.49	5,887.24	5,684.76	5,265.67
Ind. Arts & Engineering	621,610.93	2,008.49	8,837.91	6,655.10	11,086.91	16,626.41	12,456.24
Mechanical Engineering	507,691.84	4,555.60	12,179.68	6,393.12	6,464.95	6,310.08	5,973.17
Chemical Engineering	198,361.85	3,962.38	72.97*	5,793.31	2,464.26	3,815.21	5,783.97
School of Forestry	94,778.31	2,570.89	2,537.72	4,169.72	6,036.70	5,262.42	6,347.09
Forestry	94,778.31	2,570.89	2,537.72	4,169.72	6,036.70	5,262.42	6,347.09
Lower Division	5,284.54	497.99	310.00	332.01	789.64	709.25	621.60
Dean of Lower Division	5,284.54	497.99	310.00	332.01	789.64	709.25	621.60

	E-1	E-2			E-3		
					Expenditures for Instructional Supplies and Expenses past 3 years		
	Present Value	Equipment Expenditures past 3 years					
Instructional Subject	of Equipment	1956-57	1957-58	1958-59	1956-57	1957-58	1958-59
School of Home Economics	$ 100,546.23	$ 4,714.89	$ 4,979.71	$ 5,151.46	$11,173.58	$10,490.48	$11,372.74
Dean's Office	13,836.00	2,315.31	865.19	1,448.73	2,455.50	2,440.32	2,778.03
Clothing, Tex. & Rel.Arts	43,210.77	2,059.80	2,672.02	2,492.00	1,664.46	1,660.21	1,981.52
Foods & Nutrition	26,340.86	247.85	925.16	1,029.89	4,887.08	3,490.74	3,687.65
Family Life & Home Adm.	17,023.20	91.93	517.34	180.84	2,150.77	2,864.66	2,910.93
Inst. Management	135.40	--	--	--	15.77	34.55	14.61
Architecture & Allied Arts	52,359.46	1,875.21	3,049.68	4,054.98	3,115.14	3,185.88	3,178.18
Art	39,246.71	793.36	1,901.42	2,803.52	2,471.54	2,353.90	2,349.60
Architecture	8,060.86	867.37	589.12	639.32	345.40	540.17	551.83
Landscape Architecture	5,051.89	214.48	559.14	612.14	298.20	291.81	276.75
Music	43,961.84	1,775.45	2,235.50	3,844.00	924.31	945.42	1,363.10
Music	43,961.84	1,775.45	2,235.50	3,844.00	924.31	945.42	1,363.10
Journalism	2,922.86	425.89	98.19	--	206.69*	234.66	227.47
Journalism	2,922.86	425.89	98.19	--	206.69*	234.66	227.47
Arts & Letters	69,509.04	3,339.67	2,234.02	4,343.98	4,176.33	3,898.63	4,375.98
English	12,873.58	807.49	658.76	1,308.80	1,528.66	1,374.09	1,776.75
Modern Languages	3,082.59	141.13	799.10	2,132.63	475.69	519.73	536.81
Speech	47,762.60	2,391.05	776.16	803.55	1,199.12	1,168.94	1,166.54
Drama	5,790.27	--	--	99.00	972.86	835.87	895.88
Military Science & Tactics	12,676.74	1,737.60	427.64	402.14	1,788.58	1,750.65	1,583.19
ROTC Science & Tactics	7,294.28	903.88	401.76	351.03	986.81	1,199.82	810.49
Naval Science & Tactics	2,007.86	--	25.88	--	354.83	386.05	446.43
Air Science & Tactics	3,374.60	833.72	--	51.11	446.94	164.78	326.27
School of Pharmacy	51,111.91	994.22	1,938.55	5,626.39	4,882.82	4,701.85	3,611.74
Pharmacy	51,111.91	994.22	1,938.55	5,626.39	5,616.44	5,701.85	4,611.74
Pharmacy Credits		--	--	--	733.62*	1,000.00*	1,000.00*

	E-1	E-2			E-3		
					Expenditures for Instructional Supplies and Expenses past 3 years		
	Present Value	Equipment Expenditures past 3 years					
Instructional Subject	of Equipment	1956-57	1957-58	1958-59	1956-57	1957-58	1958-59
Division of Physical Educ.	$ 120,170.65	$ 3,779.65	$ 4,366.44	$ 5,469.10	$10,827.14	$12,388.33	$12,353.44
P.E. for Men	98,238.70	2,871.20	3,226.88	4,777.47	7,760.82	9,064.57	8,707.15
P. E. for Women	21,931.95	908.45	1,139.56	691.63	3,066.32	3,323.76	3,646.29
School of Science	1,456,099.16	57,749.20	45,758.06	43,405.22	10,095.56	63,395.52	61,993.46
Dean's Office	64,033.86	1,284.25	2,416.36	1,411.68	576.53*	1,176.96	1,383.14
Bacteriology	126,402.38	1,552.35	1,754.33	3,039.29	4,415.24	4,859.93	5,307.40
Botany & Plant Path.	158,215.18	7,218.15	6,540.09	2,718.60	2,177.25	2,750.11	3,097.56
Chemistry	442,408.69	6,981.17	16,343.65	14,342.28	5,382.39	35,484.61	29,169.14
Entomology	89,858.10	6,091.96	1,013.84	1,057.32	1,019.34	683.32	1,522.78
Geology	66,956.33	1,526.60	585.10	6,376.41	1,965.06	1,497.47	1,772.14
Statistics	14,657.28	--	1,508.78	1,328.70	318.62	93.92	31.57
Mathematics	75,534.58	26,202.64	5,532.29	1,248.26	20,617.81*	2,357.88	3,688.71
Physics	276,009.67	3,234.11	4,620.82	5,042.17	10,297.67	5,738.20	5,767.97
Zoology	122,059.70	2,222.58	4,194.49	5,255.74	6,574.26	7,344.95	8,042.82
General Science	14,540.03	1,166.40	899.07	1,169.05	579.09	838.40	1,758.93
Natural Resources	5,423.36	268.99	349.24	415.72	1,439.02*	569.77	451.30
Social Science	36,638.29	1,449.14	3,383.55	3,380.86	4,346.97	4,547.59	4,054.28
Economics	9,029.71	284.33	746.33	1,546.47	1,136.99	933.19	883.89
History	5,573.78	327.30	367.48	519.49	302.19	574.32	605.61
Philosophy & Religion	1,625.59	90.00	347.28	167.83	693.34	503.60	544.07
Political Science	4,873.69	35.00	362.66	318.42	513.95	581.52	596.70
Psychology	12,490.03	560.47	1,210.34	287.08	1,340.31	1,660.27	1,002.00
Sociology	3,045.49	152.04	349.46	541.57	360.19	294.69	422.01
Graduate Division	3,611.62	122.92	90.00	323.50	895.74	857.23	1,011.68
Graduate School	3,611.62	122.92	90.00	323.50	895.74	857.23	1,011.68
Summer Session		--	--	--	10,253.63	10,943.83	10,996.96
Summer Session		--	--	--	10,253.63	10,943.83	10,996.96

	E-1	E-2			E-3		
					Expenditures for Instructional		
Instructional Subject	Present Value of Equipment	Equipment Expenditures past 3 years			Supplies and Expenses past 3 years		
		1956-57	1957-58	1958-59	1956-57	1957-58	1958-59
Instructional Gifts & Grants		$ 4,500.00	$ 248.25	$ 1,208.23	$ 3,999.66	$ 9,031.81	$31,221.51
NSF-Williamson Science & Math-1958							689.97
Kirkendall Gifts					250.09	138.67	104.94
NSF-Williamson-Science Teachers Institute			22.50	60.72	678.89	4,083.00	2,381.81
NSF-Williamson-58-59 Inst.						574.87	4,276.15
Gift-Class of '57							1,300.00
NSF-Hansen-'58 Sum.Inst.						148.71	5,179.09
NSF-Slabaugh-'58 Sum.Inst			225.75			88.06	799.05
Gift-Class of '58							400.00
Foreign Science Teachers				1,147.51			1,377.31
NSF-Hilleman-Biol.Inst.							697.62
NSF-Poole-Science Math Institute							337.45
NSF-Williamson-Science Math-1959							605.11
NSF-Williams-Chemistry Institute-1959							435.37
NSF-Wilkinson-Undergrad. Geology							2,586.34
NSF-Lonseth-Computer Math Research							6.98
College Building Signs							294.69
AFROTC Flight Training							5,949.03
Army Flight Training							3,800.60
GE & OSC Alumni		3,000.00					
NSF Summ.Teach.Inst.					2,170.68		
Cowan Hyslop Gift					900.00		
Gift for Math Computer		1,500.00					
College Gifts Unrestricted						302.40	
Gifts for 4-H Pins						3,512.00	
Gifts-Braly Estate						184.10	
TOTALS	$5,453,828.19	$131,521.38	$124,629.58	$142,092.43	$133,573.32	$204,975.39	$222,673.94

4. Extent of visual-aids equipment, and of availability and use of visual-aid libraries in the community.

Oregon State College owns visual-aids equipment valued as follows:

Cameras	$ 40,574.35
Projectors	59,907.40

Supplementing this equipment is equipment owned by the Visual Instruction Department of the General Extension Division of the State System of Higher Education. This Department is located on the Oregon State College Campus, and makes available projectors, films and slides for the use of instructional departments, as well as for the general public. This department has available, over 4000 educational films and over 200 different slide sets.

In addition, each department has the usual maps, charts and blackboards necessary to conduct the course of instruction.

F. The Library

1-2-3. The total volumes owned, the total accessions for each of the last three years and the total obsolete volumes for each of the last three years are summarized in the tables on the six following pages.

OREGON STATE COLLEGE LIBRARY

F: 1-3, Volumes added and discarded by
Classes, 1956-59, and total volumes owned July 1, 1959

Library of Congress Classification Categories		1956-57		1957-58		1958-59		Total Volumes Owned July 1, 1959
		Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	
A	General Works-Polygraphy	284	100	972	304	340	69	9,225
B-BD BH-BX	Philosophy, Religion	87	9	104	4	131	15	4,222
BF	Psychology	80	6	99	9	77	6	2,609
C	History-Auxiliary Sciences	47	5	18	0	46	0	1,297
D	History & Topography (except America)	207	15	215	19	358	23	10,581
E-F	History-America	175	9	178	22	260	30	8,853
G-GT	Geography-Anthropology	154	13	180	7	138	36	3,240
GV	Sports and Amusements	99	20	104	3	93	18	2,782
H	Social Sciences-general	45	0	38	1	31	2	1,012
HA	Statistics	84	5	28	0	59	4	1,273

Library of Congress Classification Categories	1956-57		1957-58		1958-59		Total Volumes Owned July 1, 1959
	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	
HB-HJ Economics	1,377	87	1,465	131	1,682	86	38,550
HM-HX Sociology	187	18	221	5	237	36	8,053
J Political Science	293	20	244	11	278	28	7,954
K Law	83	8	111	20	101	9	2,225
L Education	777	26	759	35	827	31	22,457
M Music	59	3	35	4	67	4	1,844
N Fine Arts	156	14	179	1	210	13	7,154
P Philology and Linguistics	156	7	259	33	263	37	10,030
Q Science, general	283	15	366	48	414	7	9,682
QA Mathematics	299	23	427	20	487	24	7,370
QB Astronomy	32	1	64	3	50	0	1,693
QC Physics	335	30	444	17	517	26	6,494
QD Chemistry	257	23	546	16	464	186	8,384
QE Geology	247	18	147	15	269	12	7,819
QH Natural History	194	26	291	28	271	33	6,949

Library of Congress Classification Categories	1956-57		1957-58		1958-59		Total Volumes Owned July 1, 1959
	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	
QK Botany	193	18	190	8	214	19	7,152
QL Zoology	216	35	222	22	319	26	7,751
QM Human Anatomy	4	7	6	0	7	1	307
QP Physiology	182	100	242	10	220	64	4,722
QR Bacteriology	62	7	66	4	73	96	1,147
R-RM RT-RZ Medicine	429	8	407	4	499	37	10,972
RS Pharmacy	50	5	53	3	62	11	1,924
S Agriculture, general	555	35	691	45	627	12	17,548
SB Plant Culture	279	7	331	19	375	10	8,880
SD Forestry	173	11	420	63	462	68	4,800
SF Animal Culture	301	4	277	1	287	17	8,231
SH Fish Culture and Fisheries	51	3	89	2	107	9	1,541
SK Hunting Sports	64	2	81	5	84	11	1,096
T Technology, general	117	5	113	5	258	128	3,695

Library of Congress Classification Categories		1956-57		1957-58		1958-59		Total Volumes Owned July 1, 1959
		Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	
TA	Engineering, general	217	16	291	3	365	26	5,126
TC	Hydraulic Engineering	80	4	111	0	128	8	2,250
TD	Sanitary Engineering	67	7	52	0	69	4	1,122
TE	Roads and Pavements	52	3	39	2	70	7	1,463
TF	Railroad Engineering	8	0	15	0	4	1	538
TG	Bridges and Roofs	7	3	7	0	6	1	291
TH	Building Construction	59	15	68	3	123	21	1,308
TJ	Mechanical Engineering	106	16	104	6	119	8	2,496
TK	Electrical Engineering	249	20	334	5	390	88	4,664
TL	Motor Vehicles	120	7	190	2	274	18	3,045
TN	Mineral Industries	201	8	183	7	228	17	5,115
TP	Chemical Technology	275	16	207	4	316	54	4,869
TR	Photography	12	0	20	0	25	11	623
TS	Manufactures	270	5	217	5	272	33	4,346

Library of Congress Classification Categories	1956-57		1957-58		1958-59		Total Volumes Owned July 1, 1959
	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	Volumes Added	Volumes With-drawn	
TT Trades	78	4	33	0	42	4	1,345
TX Domestic Science	118	3	154	39	124	11	4,070
U-V War Sciences	218	10	147	8	180	22	5,589
Z Bibliography and Library Science	382	45	438	16	440	31	10,363
Dewey Decimal Classification Categories							
800 Literature, general	4	3	6	3	5	3	2,316
810 American Literature	91	36	72	10	173	24	8,078
820 English Literature	61	15	91	4	151	22	7,112
830 German Literature	18	0	37	0	127	2	1,389
840 French Literature	11	1	9	1	69	0	1,378
850 Italian Literature	1	0	0	0	1	0	161
860 Spanish Literature	6	0	8	0	159	0	592
870-880 Latin and Greek Literature	5	1	10	0	3	0	296
890 Other Literatures	22	1	62	1	77	1	1,018
GRAND TOTALS	11,412	994	13,587	1066	15,204	1661	352,481*

*The Library owns extensive resources not included in this Table of classified and cataloged books. Among these are the U. S. Serial Set of Government Documents, not fully cataloged, 4,000 volumes; 52,350 maps; a picture collection, increasingly useful in preparing television programs, of 70,319 pieces; four vertical files of pamphlet materials, in the Central Reference Department, and the Agriculture-Forestry, Engineering, and Science rooms, with an estimated total of 12,000 pieces; and some lesser files of materials.

The publications of the Atomic Energy Commission in micro-reduction for which we are a depository and of which we have 32,500 micro-cards are an additional non-classified resource of outstanding importance.

	1956-57	1957-58	1958-59
4. Total periodicals subscribed for.	$ 3,002	$ 3,065	$ 3,214
5. Library expenditures			
Salaries	108,854.72	151,358.76	152,415.22
Wages	75,508.96	92,057.70	95,516.64
Materials and expense	6,768.20	7,972.38	6,453.11
Travel	222.19	373.40	595.42
Books and periodicals	69,489.08	87,575.73	95,549.02
Physical equipment	3,976.47	6,099.43	2,701.46
Total expenditures	263,719.62	345,437.40	353,230.87
8. Withdrawals of books			
For use in library			
Reserve Books	103,748	114,093	123,699
General Books	55,034	47,988	53,505
For home use	106,151	117,992	128,840
Grand total withdrawals*. . . .	264,933	280,073	306,044
11. Inter-Library loans**			
Loaned	1,341	1,344	1,416
Borrowed	824	738	694

*Since approximately half of the books in the Library are on open stacks, accessible to everyone, we have an extensive amount of book use which is not recorded in these statistics.

**One feature of our Inter-Library Loan service, not found in most universities, is that we supply books borrowed from other libraries without charge to our borrowers. We do this on the theory that it is the function of the Library to supply needed books and that it is just as logical to spend money to bring a book here from elsewhere for the use of a reader as it is to buy it and catalog it for his use.

6. Library staff, salary, duties, training and degrees

Name	Full Time Equivalent	Title	Salary	Academic degrees
Administration				
Wm. H. Carlson	.88 (.12)	Director of Libraries Professor		A.B., M.A. in L.S.
Rodney Waldron	1.00	Assistant Librarian Associate Professor		B.A., M.A. in L.S.
Esther Loehner	1.00	Clerk-Steno III, Secretary		
Serials Department				
Irene Craft	1.00	Serials Librarian Associate Professor		B.S. in Ed., M.A. B.S. and M.S. in L.S.
Florence Euren	1.00	Assistant Serials Librarian; Instructor		B.S. in Ed., B. S. in L.S.
Patricia Brandt	1.00	Documents Librarian; Instructor		B.S., M.Mus.Ed. M.A. in L.S.
Elma Bemis	1.00	Binding Librarian Instructor		A.B., B.S. in L.S. M.A. in Ed.
Melpha R. Adamson	1.00	Clerk-Typist I		B.S. in Education
Antoinette Al-Jibury	1.00	Library Assistant		
Helen Ellis	1.00	Library Assistant		
Gladys B. Jackson	.50	Clerk-Typist I		
Beth Monroe	.60	Library Assistant		B.S. in Sec. Science
Annette Torres	1.00	Clerk-Typist I		
Acquisitions Department				
Bessie Tressler	.60 (.40)	Head Order Librarian Associate Professor		A.B., B.S. in L.S.

Harriet L. Moore	1.00	Library Assistant	B.S., M.S. in Ed.
Rita Phillips	1.00	Library Assistant	B.S. in Education
Anne Pottratz	1.00	Clerk-Typist II	

Agriculture-Forestry Division

Lora Kelts	1.00	Agriculture-Forestry Librarian; Assistant Professor	B.A. Cert in L.S.
Sally Coates	1.00	Library Assistant	B.A.
Marjorie Knittel	1.00	Library Assistant	B.S. in General Studies

Reference Department

Donald Hunt	1.00	Head Reference Librarian; Assistant Professor	B.A., M.A., A.M. in L.S.
Miriam Minnick	1.00	Assistant Reference Librarian; Assistant Professor	B.A., M.S. in L.S.
Harriet Warner	1.00	Assistant Reference Librarian; Assistant Professor	A.B. Cert in L.S.
Virginia Followell	1.00	Assistant Reference Librarian; Assistant Professor	B.A., M.S. in L.S.
Etta Judd	1.00	Assistant Reference Librarian; Assistant Professor	B.A., B.S. in L.S.
Beverly Woodward	1.00	Clerk-Typist II	

Science Division

Katherine Osborn	1.00	Science Librarian Associate Professor	B.S. in L.S.; M.A.
Hazel Quasdorf	1.00	Assistant Science Librarian; Assistant Professor	B.A., B.S. in L.S.
Elizabeth Moore	1.00	Library Assistant	

Robert Cazden	1.00	Assistant Order Librarian; Instructor	B.A., MA., M.S. in L.S.
Eloise Yano	1.00	Clerk-Typist II	B in Education
Margaret Hines	1.00	Library Assistant	B.S. in P. E.
Winifred Robertson	.50	Library Assistant	B.S. in Ed.
Catalog Department			
Marie Hull Jackson	.90 (.10	Catalog Librarian Associate Professor	B.S., B.S. in L.S.
Ida Hilbers	1.00	Assistant Catalog Librarian; Assistant Professor	A.B., M.A. in L.S.
Philip Ho	1.00	Assistant Catalog Librarian; Senior Instructor	B.A., M.A. in L.S.
Louise Milligan	1.00	Assistant Catalog Librarian; Assistant Professor	B.A. Cert in L.S.
Martha Guenther	1.00	Assistant Catalog Librarian; Instructor	B.A., B.S., M.A. in L.S.
Geraldine Baldwin	1.00	Clerk-Typist II	
Janet Bressler	1.00	Library Assistant	
Circulation Department			
Stephens Te-Fen Shou	1.00	Circulation Librarian Assistant Professor	B.A., M.A., M.A. in L.S.
David Edgar Pownall	1.00	Assistant Circulation Librarian; Instructor	B.M., M.M. M.A. in L.S.
Bobby Balliot	1.00	Assistant Circulation Librarian; Instructor	B.A., M.A. in L.S.
Dolores Martin	1.00	Reserve Book Librarian Instructor	B.A., M.S. in L.S.
Carolee Bernsten	1.00	Library Assistant	
Leta Lewis	.75	Clerk I	

Engineering Division

Robert Cross	1.00	Acting Engineering Librarian; Assistant Professor	B.A., M.L.
Molly Goheen	1.00	Library Assistant	B.A. in Education
Joan R. Nadon	1.00	Library Assistant	B.S. in English

Civil Service classifications and annual salary ranges are as follows:

Clerk I	$2346-3000
Clerk-Typist I	2520-3180
Clerk-Typist II	2832-3540
Library Assistant	3180-4104
Clerk-Steno III	3360-4320

In the Libraries of the Oregon State System of Higher Education the professional librarians are members of the academic staff, with comparable salaries and all the perquisites of the faculty generally. As members of the faculty the Librarians are not assigned fixed work week hours. An adequate work performance is, of course, expected from them. The librarians of Oregon State College have responded well to this latitude and its accompanying individual responsibility. All members of the professional staff devote at least forty hours of work per week to their duties. Some give much more than this. This arrangement is conducive to high professional morale.

It is the policy of the Library to delegate the clerical aspects of operating the Library, which are considerable, to the non-professional staff leaving the professional staff free to select and organize the materials required by the curricular and research programs and to work directly with faculty and students in servicing and interpreting the resources of the Library.

The duties of the staff, both professional and non-professional, are, we believe, evident in the titles of the various positions. The salaries within which the non-professional fulltime staff members work are set forth at the end of the table of names. These rates, as well as a forty hour work week, are established by the State Civil Service Commission. In the non-professional staff we seek, insofar as possible, advanced education and library experience. Some of our non-professional people have evolved into career workers and key staff members of great value to the Library.

The fractional fulltime equivalents of the professional staff, appearing in parenthesis in the table, represent time devoted to the Central Library Office work of the Oregon State System of Higher Education. This is not a part of the Oregon State Library, but it is housed in the Library and is directed by the Librarian of the College. In addition to the fractional employees, as shown above, the Central Library Office has a considerable fulltime and student staff, and a total budget of $36,850. This staff maintains the Union Catalog of the Libraries of the System and has extensive book acquisition and bookkeeping responsibilities for all the System Libraries.

7. Extent and method of instruction given students regarding the Library and its use

The Library has in recent years adopted and used, for varying periods, a number of different methods in teaching students how to use the Library. These have included:

1. Bringing all first year English students into four or five group meetings, within a specified week, for an hours instruction and indoctrination in library procedures and usage.

Three different approaches or methods have been used in these periods:

- a. Talks by the Librarian and Library, using slides show- the various phases of Library use.
- b. Talks by the Librarian alone using these same approaches and methods.
- c. Showing a sound and color film on Library use.

None of these methods was found to be effective. They were consequently abandoned in favor of a variety of orientation practices chiefly designed to work with and instruct the student individually as he uses the Library, and as he is motivated by specific needs and problems. The Library instruction program at the present includes the following methods:

1. Close work with the student as he uses the Card Catalog and various divisional rooms. At these times and in these places the organization of the catalog, including filing rules and bibliographical data, is explained. Assistance is given in use of reference books, indexes, and abstracts, and the mechanics of securing and withdrawing books. The recent relocation of our Central Reference Staff, immediately adjacent to the public card catalog, lends itself admirably to such instruction. All our public service people, in all divisions and at all desks, are instructed to be conscious of their teaching function and to watch for students who seem to need help.
2. Preparation for general distribution, as needed, of a series of notebook size leaflets on how to use the Library. These, of which samples are submitted separately, have gone through a series of variations and changes. We believe that they are effective.
3. Orientation tours, during Freshman week, on a volunteer basis, for all entering students. These are participated in by significant numbers of students. In 1957-58, 565 students, somewhat less than one-third of those entering, were so toured. Department Heads at the various service desks explain the organization and use of their departments to these entering students.
4. Individual classes are taken on lecture tour of the Library as requested by their Instructors. An increasing number of Professors are asking for this service.

5. Library staff members visit classes, as requested by the Professor, to talk about the Library. This does not occur on a large scale but it happens often enough to contribute to education in the use of printed materials.

We have become convinced, through trial and error, that students learn how to use books and related materials more effectively as and when they have specific need of them than they do through the formalized library problems traditionally used in library instruction courses. Admittedly we have no statistics to prove this. We are confident that the serious student at Oregon State does, over his four years or more, acquire some facility in finding his way around in the world of print.

9. Ways and means employed in serving the faculty and administration in its use of the library

The rules, regulations, and policies of the Library are oriented toward service of faculty and administration, possibly too much so. These are some of the outstanding features of this orientation:

1. Faculty members have the privilege of withdrawing books in their subject fields on indefinite loan, subject only to return or renewal annually in June. This privilege is used extensively. At present some 7,800 volumes are on indefinite loan to approximately 450 faculty members. Some professors have large numbers of books on indefinite loan for longer than a year, too many volumes to conveniently bring back to the Library for recharging. Upon request we send a member of the Library Staff to the offices of such staff members to inventory books charged out and renew them without requiring their return to the Library. This liberal faculty lending arrangement is now getting somewhat out of hand since we are having complaints from students, and faculty members too, that books they need are always charged out to the faculty. We are now considering a somewhat more restrictive faculty loan policy.

2. Periodicals, as well as books, are made available to the faculty freely. Bound periodicals may be withdrawn for three days, and longer in exceptional cases. In addition the next to the last issue of current periodicals is routed by campus mail, when requested, to departments and to individual

professors. This circularization is extensively and appreciatively used. An exceptional instance is more than 100 periodicals currently being routed to a single department in a smoothly working operation from both sides. Lesser numbers of journals are routed throughout the faculty generally.

3. Sustained effort is made to assist and instruct the faculty in the use of the library resources. This includes assistance in use of indexes and abstracts, locating and verifying bibliographical references, calling new reference tools and services to the attention of individual professors, meeting with seminars, and also occasionally with departmental staffs to explain and interpret the chief resources of the subject field and also, sometimes, to review recent outstanding acquisitions in the subject area. In addition to instruction and assistance in use of existing resources we cooperate extensively in bringing required materials into the Library promptly. Rush titles are ordered air mail and processed individually and immediately with notification to the ordering professor when the book is ready for use.

4. Extensive reference and bibliographical services are given the faculty. Much of this is on a subject-specialist basis from our Agriculture-Forestry, Engineering, and Science Divisions where the resources of the Library are accessible on open shelves and where the Librarians in charge are specialists in the literature of these subject areas. This specialized service is supplemented by a strong Central Reference Department, employing five professional Librarians. During the 1958-59 year 20 bibliographies, involving 3,300 entries were prepared for various faculty members. Just recently a comprehensive bibliography on cranberries running to thirty pages and 685 entries has been prepared in support of a research contract in the Department of Food Technology.

5. A mimeographed list of recent acquisitions is prepared monthly and distributed to all faculty members desiring it. Presently this list is being mailed to approximately 350 persons on campus. An additional 50 copies are sent off campus to individuals and on exchange to other libraries throughout the country. This list is prefaced each month by a single page of comment, by the Librarian, ranging over a wide field of library connected subjects.

6. Faculty members and graduate students are supplied copies of library materials, on a cost-fee basis as requested, through a Cormac Copier and through a Microfilm Reader-Printer. This copying is becoming extensive. Collections for this service during the present year are expected to reach $1,000.

7. An over-all indication of our cooperation in and support of the research and graduate work of the College is a "Library Handbook," prepared specially for the use of faculty members and graduate students. A copy of this Handbook, revised during the spring of 1959, is submitted separately.

10. Evidences of extent of use of the Library by faculty and administration for class references and for personal purposes

We do not record circulation of books to staff members separately. Faculty use is clearly extensive, as shown by 7,800 books presently charged out to faculty, on an indefinite loan basis, as noted in 9. The large numbers of the next to the last issue of current periodicals now being routed to various faculty members is additional evidence of brisk faculty use of our resources.

Processing and servicing supplementary readings assigned by Professors and reserved in the Library is an important segment of the Library's work, requiring the time of one professional Librarian, one nonprofessional Library Assistant and nineteen part time student hourly workers. During 1958-59, 10,563 titles, involving 17,883 volumes were processed in the Reserve Book Room. The number of books on reserve at any given time varies between 5,000 and 5,500. As shown in 8 above there were 123,000 student withdrawals of reserve books in 1958-59 for use in the Library.

During 1958-59 our Central Reference Department and our three subject division departments conducted 1,447 Reference Searches, involving considerable blocks of time. The majority of these were in assistance to professors. Similarly of the more than 25,000 reference questions answered during this period a large number were brought to us by professors.

12. Nature and extent of audio-visual services provided

Audio-visual materials and the servicing of them is a neglected and uncoordinated area on this campus and certainly in this Library. This comes about, we believe, because there is an illusion that, since the State System of Higher Education Department of Visual Instruction, with its extensive audio-visual holdings, is located on this campus the College can rely on this. However the resources and services of this department are available to the College only under the same arrangements and rental fees as for the institutions of the State System generally. All of these, with the exception of Oregon State and the Medical and Dental Schools, maintain well developed and growing audio-visual departments either directly within the libraries or, in two instances, as independent entities. The Library of Oregon State would be more comprehensive certainly, and would service faculty and students more completely, if we too maintained an audio-visual department. We do, in this field have a large and well organized picture collection as noted in 1-3. Our audio-visual poverty, aside from this one resource, is shown by the fact that we own only 63 sound recordings and 29 moving picture films and no reproducing equipment whatever.

13. Policies followed in handling reserve lists.

Books are placed on reserve at request of Professors. A card file of all books on Reserve is maintained under both Subject and Course Number and the name of the Professor. We work closely with Professors, beginning six weeks before each term, to be certain that the books they wish reserved will be ready for their students when assignments are made. This is done on the basis of previous term lists, and, of course, for new Professors, new lists. A book fund allocation is set aside annually for the purchase of duplicate copies for reserve. New materials are ordered and processed rush when this is necessary. Faculty member personal copies are also frequently placed on reserve. This feature of our operations functions smoothly and efficiently.

14. Policies followed in determining additions made to library holdings

The Library's acquisition and administrative policies are premised upon the concept of the faculty and the Library staff as joint partners both in building the resources of the Library and promoting their utilization. Complete acceptance of this concept is evident throughout a formalized "Policy for acquiring and selecting materials," prepared, with the help of the faculty, in 1950. A copy of this policy is attached.

The time has now been reached when this policy statement needs to be revised. This will be done in the spring of 1960 and incorporated as a part of the Librarian's Biennial Report for the 1958-60 period. In the restatement we will acknowledge that the emphasis on audio-visual materials to which we looked forward so hopefully in 1950 has not been achieved. Realization of a strong program in this increasingly important area will, nevertheless, not be abandoned as a leading objective.

The new School of Humanities and Social Studies which will come into existence in the 1960-61 year will be reflected in the restatement. We do not, however, foresee any significant changes in our acquisition policies in the subject areas related to this school. We have, in fact, assured the State Board of Higher Education that the new School will not require large library expenditures. This we could do because we already have, as the Table of acquisitions and holdings by classifications, in 1 shows, 1 shows, considerable strength in the humanities and social sciences. Other factors, such as the growing School of Business and Technology, a new department of Oceanography, the establishment of the Science Research Institute, the increasing activity of the Department of Natural Resources, the intense emphasis, nationally and within the state, on science education, and similar developments will require attention in the revision of this policy statement. The growing importance of Corvallis as the center of a rapidly developing research area and the resulting extensive demands on our Library will also be recognized in terms of effect on acquisition policies.

15. Improvement in library housing, facilities, and services

The weakest feature of the Oregon State College Library is that it presently is functioning in an obsolute and inadequate old building long since outgrown, and devoid of many of the newer features of modern library buildings such as faculty and graduate study rooms and carrels, photographic laboratories, conference rooms, typing rooms, and smoking areas. Caught between the demands of a rapidly growing book collection and an even more rapidly increasing student body we have grasped what has seemed to us to be, in the long runk the less injurious of the two horns of this dilemma. We have sacrificed student seating capacity to book housing capacity. We have also struggled stremuously, not always successfully, against letting the lack of shelf space determine book acquisition policies.

For the past decade and more we have, as the lesser of two evils, permitted books to encroach steadily on reader seating space. To begin with we merely pre-empted an alcove here and there, and even the fan room. When small expediencies of this kind were exhausted, and when storage space assigned the Library in a nearby building basement was completely used up, we were reduced to either buying less books or moving them en masse into reading areas. We accepted the unhappy solution of sacrificing reader space to books as a calculated policy.

In the summer of 1957, in a complete reorganization of our service areas, large sections of the main reading room and almost the entire current periodical room were stacked with book shelves. This reduced sitting places to 575 or to about 7 per cent of the present enrollment as compared with the 25 per cent required for adequate library service. Even this drastic reduction will not suffice for long. Books continue to devour space insatiably. Just within the last few months they have consumed an additional four reader alcoves in the Science Room.

The reorganization of 1957, which is commented on extensively in the Biennial Report for 1956-58, also submitted separately, was not all bad from the user standpoint. One plus factor is that Agriculture-Forestry resources were moved into open stacks under the direction of a professional librarian. This has markedly increased and vitalized the use of these basic resources, so important in the teaching and research of the College.

Even more important our Central Reference Service was moved to a downstairs room as a first port of call in entering the main building. The public card catalog was also moved and located immediately opposite the Reference Desk. All the basic reference books were placed near at hand. In this new location reference statistics and the usefulness of our Reference Librarians, particularly in their teaching function, has increased tremendously. This arrangement has been so successful that we plan to retain it in the new library building, now in preliminary planning stages, which we hope to have soon. Similarly, we plan to maintain the housing and administration of our Agriculture-Forestry resources, as a separate entity in the new building.

A member of the Library Committee, newly constituted, has said, "There is nothing wrong with the Oregon State Library which money won't cure." We believe this to be true. We have basic and well rounded but by no means rich resources. We have an able, well compensated and loyal staff of high morale. This in spite of having to conduct its work in an obsolete, illy ventilated building jammed to the rafters with books, and, for most of the time, with people. What we need now, and need desperately, is a new building accompanied by a doubling of the money presently available for books, periodicals, and related materials.

G. Registrar's Records and Reports

1. Permanent records are kept in 83 four-drawer files in a one-story vault 38 feet long, 12½ feet wide, and 10 feet high. The walls are of pumice block 16 inches thick and contain only one access, a heavy metal vault door. The vault is completely contained within the office of the Registrar. At this writing the vault will be usable for about three years before adjustments must be made to care for additional student records. Permanent records of students currently in attendance are located in carts in the front part of the office behind a counter during the day and returned to the vault at night. Records being processed for admission are kept in steel files outside the vault until the student represented has registered, when transfer of his manila folder is made to the vault.

2. An official transcript for a student of Oregon State College is a photostatic copy of his permanent record with us and a "strip" which gives useful information not on his permanent record. In addition we made copies of his previous transcripts on the theory that we should send a complete record. Our transcripts contain all the recommended items in "an Adequate Transcript Guide" except

Item 3	We do not include sex on our transcript
5	We do not include parents" name and home address. These data are available on the student's first Official Registration; kept in the vault files.
17	Length of quarter is not included. The make up of our permanent record clearly shows that we use three terms per year, but we make no statement regarding the weeks per term.
18	We do not define a credit unit by weeks of attendance in a course. The weight of a credit is evident by the statement of quanity of credits for graduation.

SAMPLE RECORD

Name Doe, John 6-19975 No. 89962 School Engineering Major Date Changed Degree:

Nationality American Birth Date August 13, 1938 Birth Place Chicago, Illinois

Entrance Record From Santa Cruz HS, California Graduated 1956

English	4	Gen. Math.		Trigonometry	½	History	2	Journalism		Mech. Drawing		Decile Ratings
French		Elem. Algebra	1	Biology	1	Other Soc. Sci.	1	Stenography		Music		English Test Decile 7
German		Inter. Algebra	1	Chemistry	1	Art		Typing		Speech		A.C.E. Test Decile 5
Latin	2	Plane Geometry	1	Gen. Science		Agriculture		Home Econ.		Phys. Educ.	1	High School GPA 3
Spanish		Solid Geometry	½	Physics	1	Bookkeeping		Ind. Arts	4	Total	21	

Classified	Date
Freshman	Sep 21,1956
Junior	Sep 2,1959

Year	FALL TERM Subject	Crs.	No.	Hrs.	Gr.	Pts.	WINTER TERM Subject	Crs.	No.	Hrs.	Gr.	Pts.	SPRING TERM Subject	Crs.	No.	Hrs.	Gr.	Pts.
1956-1957	Elem Analysis	Mth	101	4	C	8	Phys Educ	PE	152	1	C	2	General Hygiene	PE	160	~~2~~	W	-
	Air Science	AS	111	1	D	1	Engr Problems	GE	102	2	B	6	Elem Analysis	Mth	103	~~4~~	W	-
	Engr Problems	GE	101	2	C	4	Correct English	Wr	10	(3)	C	6	Air Science	AS	113	~~1~~	W	-
	Phys Educ	PE	151	1	C	2	Engr Drawing	GE	112	2	C	4	Engr Problems	GE	103	~~2~~	W	-
	Engr Drawing	GE	111	2	C	4	Engr Physics	Ph	102	4	D	4	English Comp	Wr	111	~~3~~	W	-
	English Comp	Wr	111	~~3~~	F	-	Air Science	AS	112	~~1~~	F	-	Engr Physics	Ph	103	~~4~~	W	-
	Engr Physics	Ph	101	4	~~I~~C	8	Elem Analysis	Mth	102	4	B	12	Engr Drawing	GE	113	~~2~~	W	-
	Grade Point Average					1.59						2.00	Withdrew 4-12-1957					
1959-1960	Dynam&Fluid Mech	CE	311	3	B	9												
	Structural Anal	CE	381	3	B	9												
	Hst of Amer Civ	oHst	224	3	~~C~~B	9~~6~~												
	Matls Test Lab	ME	316	3	B	9												
	Indust Elect	EE	356	3	C	6												
	oChange of grade January 21, 1960					2.80												
	Grade Point Average					~~2.60~~												
	Grade Point Average																	
	Grade Point Average																	

Summary

Yr.	Term hours Attpt.	Term hours Accpt.	Grade Points	GPA
1	34	27	61	1.79
AS	58	58	199	
	92	85	260	2.83
[illegible]	6	6	–	–

NONRESIDENT

Transcript Issued: [illegible]

8-8-59-8M PERMANENT RECORD — OREGON STATE COLLEGE

Grades and Points: A = 4; B = 3; C = 2; D = 1; E = Absent from final examination; F = 0; I = Incomplete; W = Withdrawal.

Name **Doe, John**

ADVANCED STANDING

From Multnomah College, Oregon

Aug 26,1959 Subject		Term Hours	U. D. Hrs.
Chem		12	
Gen	12		
Indust Engr		6	
Found & Mach Tool	3		
Forg & Weld	3		
Hlth		1½	
Educ	1½		
Math		18	
Math Anal	6		
Calc	12		
Mech Engr		7½	
Statics	3		
Mech of Mat	4½		
PE (3 terms)		3	
Phys		6	
Gen	6		
Spch		4½	
Fund	4½		
Grade Points 1[illegible]9½		58	
Sept 2, 1959			
On basis of discharge from the United States Army			
Military Service		6	

ADVANCED STANDING Continued

Subject	Term Hours	U. D. Hrs.

1. Special exam 2. Absentia

	Crs.	No.	Hrs.	Gr.	Pts.

Memoranda 12-27-1956 Placed on Probation
12-28-1959 Released from Probation

SUMMER SCHOOL

Subject	Crs.	No.	Hrs.	Gr.	Pts.

A sample transcript is attached.

3. Reports regularly made and distributed to the Administrative Council or available:

Enrollment daily, weekly, by term, by year, by class, by major, by sex, geographical origin, previous school, etc.

Grade distribution by schools, departments of grades given

Grade distribution by classes, schools, living groups of grades earned.

Summaries of data on graduating students.

Occasional reports like scope of offerings, makeup of classes by students of different levels, study of changes in registration, program adjustments, ratios between faculty and students, aptitude and achievement of entering freshmen.

Special projects upon request of individual groups.

These reports are distributed when currently desirable; no "Report of the Registrar" is prepared for annual distribution.

4. The printed forms used in the Registrar's Office will be assembled and placed in our small conference room in the Administration Building or elsewhere if more convenient to the visiting committee.

5. The Registrar communicates with the faculty through the Staff Bulletin, published weekly on Tuesday; through the Barometer, the student newspaper, published four times per week; through duplicated material delivered by Campus Mail; and through easy contact with the Executive Office.

Certain processes, usually well established, are carried on in a routine manner, easily understood notes serving as communication. These include changes of registration, petitions, audits for graduation, reporting of room changes, changes in schedule.

The Registrar communicates with students through the Barometer and directly by telephone and mail.

6. The basic material used by prospective and enrolled students is found in the Catalog, copies of which are distributed to all high schools in the state. Another publication, Entrance Information, eliminates much of the specific information of the catalog and adds information of general interest to prospective students. It is sent to those persons who indicate an interest in attending Oregon State College by letters or contact at the counter in the office. During visitations to high schools the leaflet called Fields of Study is given to each senior. At the same time leaflets giving more specific information regarding particular courses are distributed. Entering students are supplied with Schedule of Classes upon request, Social Regulations by Dean of Men and Dean of Women, and other materials by student body groups.

7. Personnel of the office includes:

Registrar - B.A., M.A., Ph.D., 24 years of teaching experience and 16 years in present position - publications in English and work of registrar - officer in Pacific Coast and national professional organizations - at OSC since 1927.

Assistant Registrar - B.S., 30 years in registrar's work, member committee on campus - officer in Pacific Coast Association - at OSC since 1924.

Assistant Registrar (Admissions) .50 FTE - B.S. MEd., 14 years as teacher and principal.

Assistant Registrar (Schedule) .25 FTE - B.S., M.A., in this office April 1959 - at OSC since 1947.

1 each Clerk I, Clerk III, Clerk-Typist II, Clerk-Typist III, Clerk-Steno II; 13 Clerk-Typist I; 2 Clerk-Steno I.

8. The structure in which the office of the Registrar has been located for 12 years, though "temporary," has been made into a very useful building. The office itself has the shape of a U. At the bottom of the U, students, faculty, and public can be conveniently served by five clerks behind a

50-foot counter that separates the lobby from the working area, where current records are accessible. Each of the 16 clerks inside of the U has a desk, a typewriter, and access to machine calculators. Duplicating equipment is maintained in a separate workroom, which also serves as a sitting room for coffee breaks. Heat and light are sufficient; working conditions are satisfactory, particularly in the amount of space for movement. The office will accommodate the necessary personnel for five more years. The outside appearance does not match the public's idea of what an Administration Building should be, but the inside operation is heavily relied upon for facts.

H. The Curriculum

1. The academic year is divided into three terms and extends from the third week in September through the second week in June. In a typical year (1959-60), scheduled time is assigned as follows:

Faculty orientation	2½ days
Student orientation	4½ days
Registration	5 days
Instruction	163½ days
Examination	18 days
Baccalaureate and Commencement	1 day

2. Required courses: English Composition, 9 term hours; physical education and hygiene, 6 term hours; military science (men), 6 terms. Each school has additional requirements.

3. Oregon State College grants the following degrees:

Science, B.A., B.S., M.A., M.S., Pd.D.
Agriculture, B.S., B. Agr., M. Agr., M.S., Ph.D.
Business and Technology, B.A., B.S.
Education, B.S., B.S., Ed.B., M.A., M.S., Ed.M., Ed.D.
Engineering and Industrial Arts, B.A., B.S., M.A., M.S., A.E., Ch.E., C.E., E.E., I.E., M.E., MinE., Ph.D.

Forestry, B.S., B.F., M.S., M.F., Ph.D.
Home Economics, B.A., B.S., M.A., M.S., M.H.Ec., Ph.D.
Naval Science, B.A., B.S.
Nursing Education, B.A., B.S.
Pharmacy, B.A., B.S., M.A., M.S., Ph.D.
Physical Education (through School of Education), B.A., B.S., Ed.B.

4. Forty-five hours of the minimum requirement of 192 term hours must be in upper division courses.

5. Course changes proposed by the instructor of department and approved by the dean of the school are forwarded to the Council on Curriculum and Academic Policy. Those approved by the Council in the original or modified form are reviewed, when appropriate, by the Graduate Council and by the Faculty Senate. The President adds his recommendations to the Chancellor, who reviews the proposals and makes his recommendations to the State Board of Higher Education for final approval.

6. Changes in required courses in various curricula are made by the schools concerned within the broad policy and requirements of the institution. Major changes are processed through the Council on Curriculum and Academic Policy and Faculty Senate for final approval by the State Board.

7. The Council on Curriculum and Academic Policy gives continuous study to the improvement of curriculum throughout the year, although most of its work is concentrated into the months of October and November when they give detailed study to course change proposals. From time to time they make special studies, such as investigation of "dead wood," that is, courses listed in the Catalog but no longer given, setting up policy in regard to number of class meetings per week for a given amount of credit, and in regard to required prerequisites for advanced courses.

8. The administration took the initiative in appointing the committee on institutional purposes and functions (see page 4) and provided encouragement while the aim was being formulated. They are available for consultation and advise as curriculum content is being modified. They have taken an active part in sponsoring and encouraging the improvement of teaching through the Committee on the Advancement of Teaching, campus conferences on college teaching, and other means.

9. In some schools, School of Science, e.g., no new courses is requested until after it has been tried out for two years on an experimental basis. Student reaction indicates whether there is need for such a course. Pressure of student opinion is reflected in the proposals for changes as they come from the instructors and departments. The student newspaper, its editorials and "letters to theeditor" column,s provide an open forum for exchange of student and faculty views.

I. The Instructional Staff

1. Organization, meeting, and committees.

a. The general authority vested in the faculty is exercised through representation in the Faculty Senate of Oregon State College. The Faculty Senate determines and establishes the purposes of Oregon State College, formulates and evaluates policies and activities in harmony with these purposes. It assumes responsibility for the creation, maintenance, and protection of a university environment conducive to the full and free development and preservation of learning, teaching, and research. It also provides the means by which the administration may be apprised of the representative opinion of the entire faculty.

The Faculty Senate consists of appointed members and elected members. The appointed members are members of the Administrative Council of Oregon State College which consists of the Deans and Directors and other administrative officers. The elected members are eligible academic staff members who are elected by the Faculty. All academic staff members are eligible for election to the Faculty Senate except those holding rank of instructor with less than two years' service. The elected members constitute at least three-fifths of the total membership of the Faculty Senate.

b. All academic staff members are eligible to vote on matters under faculty control except instructors with less than two years' service.

c. Deans of schools are selected by the President. He may consult with the Advisory Committee on appointments. Department Heads or lower ranking administrators are selected by their superior officers in consultation with the President.

d. Regular meetings of the entire faculty are held once a year at the beginning of the Fall quarter. This meeting is termed "Faculty Day" and occupies one full day. The Vice Chairman of the Faculty Senate presides over these meetings. Meetings of the Faculty Senate are held monthly during the academic year with the President or the Vice Chairman of the Faculty Senate presiding.

e. Subjects discussed at Faculty Senate meetings are new curricula and curricular changes, faculty day theme, relationship of Oregon State and the General Extension Division, Advisory Committee on Administrative Appointments, approval of candidates for graduation, approval of the Senior Honors list, Portland study of high school curriculum.

f. Minutes of the Faculty Senate meetings are kept in detail and are distributed to all faculty. Also, they are in process of being bound and are available for faculty reference.

g. Standing committees authorized by the faculty, but not including purely administrative committees, are as follows:

> Advancement of Teaching. Assembles knowledge on teaching and makes this available to faculty members; promotes programs on effective teaching; promotes the appraisal of teaching and learning and seeks to gain greater recognition for outstanding teaching.
>
> Advisory Committee on Administrative Appointments. Proposes candidates and advises the President on appointment of new Deans.
>
> Faculty Day. Arranges the program for the annual all-faculty meeting.
>
> Faculty Welfare. Studies salary scales, medical and hospital insurance, retirement benefits, and other aspects of faculty welfare particularly of an economic nature, and formulates recommendations for consideration by the Faculty Senate and the President.

Honorary Degrees. Screens recommendations for honorary degrees and recommends the granting of such degrees to the Faculty Senate and the President.

Honors and Awards. Conducts such investigations as may be necessary in determining student beneficiaries of the various institutional honors and awards that are all-college in character.

Kasetsart University--I.C.A. Keeps informed on progress of the Kasetsart University-Oregon State College cooperation program and makes recommendations for its improvement.

Review and Appeals. Considers, studies, and makes recommendations on all matters referred to it by the President and all matters appealed to it through the office of the President.

Television. Serves as a coordinating agency for campus television activity, including responsibility for Oregon State College participation in the interinstitutional television teaching project.

h. Faculty legislation may be initiated by any voting member or committee of the faculty. Meetings of the Faculty Forum, held quarterly, and open to any member of the academic staff of the College are held to discuss any matter of general faculty interest and to elicit items for the Faculty Senate agenda.

i. All matters pertaining to curricula receive full discussion and final approval by the Faculty Senate. The recently approved degree programs in Humanities and Social Sciences, for example, were initiated and developed by the faculty members with the Senate kept informed and granting final approval.

2. Selection, promotion, and dismissal.

a. Per cent of staff holding degrees from this institution:

33.5% Bachelors
15.7% Masters
4.0% Doctors

Of the 1065 staff members 244 are Federal Cooperative Extension staff; most of these have Bachelor's degrees from Oregon State College

b. Term of appointment is for one year. Tenure is ordinarily granted from three to six years after the initial appointment. If tenure is not granted in six years, the individual case is reviewed and a decision is made whether or not to release the staff member or give him tenure. Full professors may be given tenure at the time of appointment, but this is not usually done until after the staff member has served one or more years.

c. Promotions are made by recommendation of the department head and dean and approved by the Executive Office. Some departments have committees of senior staff members for the selection of junior staff for promotion. There is no definite policy regarding distribution of academic ranks, although it is generally understood that there must be some balance among senior and junior positions.

d. There is no recourse or special procedure for staff members not on tenure who are released, provided they are given reasonable notice of termination. Dismissal of faculty on tenure has been negligible, but it could be done by recommendation of the dean and approval by the President. The staff member so involved has recourse through the Committee on Review and Appeals.

e. Staff members of Oregon State College have full academic freedom and wide latitude in teaching. No controversy has arisen in these areas during the past five years.

3. Working Conditions.

a. Faculty growth is fostered through opportunity for research, sabbatical leaves, leaves of absence for work, study, or travel.

b. Faculty recognition has been fostered by awards for excellence in teaching and contributions through research. Each year an Engineering and a Science faculty member receive plaques for outstanding teaching. (The Loyd Carter Award). Selection is made by vote of students and faculty. The Committee for the Advancement of Teaching in conjunction with the Alumni Association awards prizes to several outstanding teachers each year. These selections are campus-wide and are based on a poll of the entire student body.

c. A faculty member is eligible for sabbatical leave after six years of full-time, continuous service with the rank of instructor or above.

d. Staff members on sabbatical leave during the past five years:

1955-56 - 16 on half salary for one school year
5 on full salary for one quarter

1956-57 - 13 on half salary
8 on full salary

1957-58 - 17 on half salary
3 on full salary

1958-59 - 14 on half salary
9 on full salary

1959-60 - 10 on half salary
5 on full salary

e. Employees of the State of Oregon have a combined State and social security retirement system aimed at providing one-half average pay for a person retiring at 65 after thirty years' service. Optional retirement age is 60 (upon own request); required retirement age is 65; mandatory retirement age is 70. An individual may request continuation after 65, and upon yearly approval of the dean and the President and concurrence of the Chancellor may continue until age 70.

f. The employee contributes one-half and the State matches this amount.

g. When absence of a faculty member is caused by illness, the faculty in the department may assume the duties of the person absent. In such instance, the salary of the person absent may be continued in full for a period beyond one month with the approval of the Executive Office.

h. The salary schedule is as follows:

Rank	Number of Months Service Per Year	Step Increase	1st Step	2nd Step	3rd Step	4th Step	5th Step	6th Step	7th Step	8th Step
Instructor	10	$200	$5000	$5200	$5400	$5600	$5800	$ -	$ -	$ -
	12	236	5900	6136	6372	6608	6844	-	-	-
Assistant Professor	10	250	5500	5750	6000	6250	6500	6750	7000	7250
	12	295	6490	6785	7080	7375	7670	7965	8260	8555
Associate Professor	10	300	6700	7000	7300	7600	7900	8200	8500	8800
	12	354	7906	8260	8614	8968	9322	9676	10,030	10,384
Professor	10	400	8500	8900	9300	9700	10,100	10,500	10,900	11,300
	12	500	10,000	10,500	11,000	11,500	12,000	12,500	13,000	13,500
Dean	12	500	13,000	13,500	14,000	14,500	15,000	15,500	16,000	16,500

Increases from one step to another are effected whenever funds are made available and upon recommendation of the department head and dean. Step salary increases must be merited unless a general cost of living increase is being given. Salary increases greater than one step may be made. Maximums in the scale may be exceeded in cases of persons who are outstanding. There are a number of staff members who are receiving salaries higher than the maximum indicated in a given rank.

J. Instruction

1. A campus-wide continuing program for the improvement of teaching is the responsibility of the Committee for the Advancement of Teaching. This

program includes intramural as well as State-wide conferences on college teaching. All aspects of college teaching are considered in these sessions.

2. The Committee has developed an Appraisal of Teaching form and an Appraisal of Learning form to enable faculty members to obtain student appraisals of teaching and learning in their classes. (See copies enclosed). Over 15,000 of these forms are used in a year. The Committee provides consultation service and conducts studies on college teaching. Some of the schools and many of the departments on the campus have their own committees and programs for the improvement of teaching. These programs supplement the campus-wide program.

3. Special programs for very gifted students are the Science Honors Program, the advanced placement of freshmen by examination, and a plan which enables outstanding high school seniors to obtain college credits by taking college courses through Extension.

4. There is no objective evidence available showing how students of this institution compare in scholarship with those of other institutions.

5. In 1958-59, 6.8% of the student body was suspended and dropped from the institution for poor scholarship.

6. At the end of Fall term 1958-59, 21% of the students were placed on probation. At the end of Winter term, 12.9% were placed on probation. At the end of Spring term, 13.1% were placed on probation. While on probation, students may not hold office of any kind. Students on probation are ordinarily suspended if the current quarter's work is not C average. More accurately, suspension occurs whenever a student is 12 or more grade points deficient. Deficiency is determined by multiplying total hours by two (equivalent of a C) and subtracting from total grade or honor points.

Oregon State College Learning Appraisal Form

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By OREGON STATE COLLEGE

Date.. Course No. ....

TO THE STUDENT: By use of check marks (√) indicate for each item whether "greatly," "moderately," "little," or "none" best expresss what you have gained through your experience in this course. If a particular item does not apply, or if you have an insufficient basis for judgment, do not check that item. **Do not sign your name or otherwise reveal your identity.**

	Greatly	Moderately	Little	None
1. My over-all knowledge of the subject matter has increased.				
2. I have mastered essential facts of this course.				
3. I have understood the basic principles of this course.				
4. My general vocabulary has increased.				
5. I have learned the meaning of technical terms.				
6. I have improved in my ability to express myself in this subject.				
7. I have learned to prepare adequately for the needs of this course.				
8. I have learned interrelationships of facts and ideas.				
9. I have learned to recognize significant facts.				
10. I have improved in my ability to interpret information.				
11. My interest in this subject has grown.				
12. I have developed a desire to find out things.				
13. I have been stimulated to strive for excellence.				
14. I have discovered my possibilities in this field.				
15. I have discovered my deficiencies in this field.				
16. I have discovered where to place special emphasis in my preparation in this field.				
17. My acquaintance with and uses of sources of knowledge in this field have increased.				
18. I have understood the material I have obtained from these sources of knowledge.				
19. I have learned of present trends in this field.				
20. I have become aware of future needs and probable developments in this field.				
21. I have learned practical applications of this subject.				
22. I have learned to think through questions or analyze problems.				
23. I have improved in my ability to draw conclusions.				
24. I have gained in self-confidence.				
25. I have improved in my reading comprehension.				
26. I have found library facilities valuable in this course.				
27. I have improved in my ability to take part in group discussions.				
28. I have gained in my understanding of other people.				
29. My regard for different points of view has increased.				
30. I have become acquainted with the work of authorities in this field.				
31. I have enlarged my range of interests as a result of this course.				
32. My understanding or enjoyment of my immediate environment has increased.				
33. This course has contributed to my educational background.				
34. This course has contributed to my vocational preparation.				
35. My experience in this course has brought me satisfaction.				

OREGON STATE COLLEGE TEACHING APPRAISAL FORM

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1960 Revision

To The Student:

As a result of a study made by the Oregon State College chapter of Blue Key, senior men's service honor society, a rating form has been prepared on which you are asked to indicate your estimate of the teaching-learning in this course. The object is to discover the strong and weak points. Your instructor has requested that this rating be made.

You will fill out the rating form merely by making about 30 check marks. Do not sign your name or in any way reveal your identity.

First, read the following description of excellent teaching-learning.

EXCELLENT TEACHING-LEARNING

Teaching-learning is a process of helping people to learn. It encompasses more than just instruction, which is merely the imparting of knowledge. Teaching-learning involves many procedures and factors which directly and indirectly bring about learning. Teaching-learning can be appraised by the changes it produces in people. It also can be appraised by evaluating the various procedures and factors which experience has indicated promote learning.

Excellent teaching-learning requires a classroom atmosphere where students are at ease; where they feel they have the respect of their instructor and their classmates; where they are challenged by their work; where they are confident they can succeed and where they experience gratifying success. Excellent teaching-learning requires an instructor who possesses a mastery of the field and an understanding interest and enthusiasm for the subject. It demands that the instructor be thoroughly prepared for each class. It requires efficient conduct of the class and an absence of annoyances which divert the attention of the students.

Effective teaching-learning requires that students know the purpose of their class and the standards which must be attained. Effective teaching-learning methods and materials are adapted to the specific needs of the students and allow for individual differences. Student participation contributes to the effectiveness of teaching-learning. Reviews at regular intervals are necessary in effective teaching. Fair tests contribute to learning and are of additional value when returned promptly. At all times students should know the quality of their progress.

Excellent teaching-learning means using every opportunity to emphasize the relation of a course to daily life. It contributes markedly to the student's knowledge, understanding, and appreciation of the subject field.

Now turn to Part I on the next page.

CURR.COORD.-11-59-6M

PART I

DETAILED RATING OF THE TEACHING-LEARNING

Directions

The traits of EXCELLENT TEACHING-LEARNING are printed at the left side of this page and the next. Please rate the teaching-learning on each trait by checking one of the four spaces following each trait: EXCELLENT, GOOD, FAIR, POOR. Do you rate it above or below average? If above average, is it *good?* Or is it *excellent?* If below average, is it *fair?* Or is it *poor?*

Check one and only one of the spaces for each item.

If in addition you feel that any particular trait mentioned in the summary at the left needed improvement, please underline it. Otherwise use only checks.

If you feel that you have no basis for judgment on an item, you may omit it.

		Excellent	Good	Fair	Poor
CLASS ATMOSPHERE					
We work in a general air of friendliness.	FRIENDLINESS				
We supplement our classroom teaching by adequate outside conferences.	HELPFULNESS				
Each of us has a place in the group and receives recognition from the instructor.	INTEREST IN INDIVIDUAL				
The classroom atmosphere of enthusiasm stimulates our interest.	ENTHUSIASM				
In this class we enjoy a high degree of student-instructor mutual respect.	RESPECT				
We are impressed by the instructor's willingness to admit his own shortcomings.	INTELLECTUAL HONESTY				
Humor in the classroom tends to promote more effective learning.	HUMOR				
Clear and commanding speaking by everyone aids our learning.	SPEECH				
Freedom from annoyances in the classroom contributes to the effectiveness of our learning.	FREEDOM FROM ANNOYANCES				
The promptness and efficiency of our instructor increases the value of our class.	PROMPTNESS				
The general appearance and demeanor of our instructor are appropriate.	APPEARANCE				
CLASS PROCEDURES					
The purpose of the course is clear to the students.	PURPOSE				

		Excel-lent	Good	Fair	Poor
Standards of work are definite and adequate for effective learning.	STANDARDS				
The instructor's day by day preparation is adequate.	PREPARATION				
Classroom activities are orderly and systematic.	ORGANIZATION				
Assignments are clear and challenging.	ASSIGNMENTS				
Teaching methods are adapted to the learning needs of the students.	TEACHING METHODS				
Students participate actively in class procedures.	STUDENT PARTICIPATION				
The levels of classroom activities are adapted to differences in student capacities.	ADAPTATION				
Outlines, syllabi, summaries and other supplementary materials contribute to student learning.	SUPPLEMENTARY MATERIALS				
The use of charts, films, slides, models, bulletins and blackboards contributes to the student's learning.	TEACHING AIDS				
Sufficient time is provided for review.	REVIEW				
Fair tests have helped our learning.	FAIRNESS OF TESTS				
Tests and papers are returned promptly.	RETURN OF PAPERS				
We are regularly informed of our progress.	STANDING				
This course is related to daily life.	RELATION TO LIFE				
SCHOLARSHIP					
Subject matter treatment indicates the instructor has a command of his subject.	KNOWLEDGE OF SUBJECT				
We become interested in the subject through our instructor's knowledge and enthusiasm.	PROFESSIONAL INTEREST				

PART II

GENERAL RATING OF THE TEACHING-LEARNING

Having rated the teaching-learning on the many points included in Part I, will you now give your overall rating by checking *one* of the spaces following:

Excellent .... Good .... Fair .... Poor ....

Do not write in space below. You have been asked to use only check marks.

The deficiency of 12 may result from work at Oregon State College regardless of any transferred work or may result from work at Oregon State College plus transferred credit.

K. Administration

1. Governing Board.

Oregon State College is one of six institutions that compose the Oregon State System of Higher Education. A nine-member Board of Higher Education is the legal governing authority. Members of the Board are appointed by the Governor for six-year terms. The present membership is as follows:

Name	Occupation	Term Expires
Charles R. Holloway	Business executive	1961
A. S. Grant	Attorney	1962
Cheryl S. MacNaughton	Civic leader and housewife	1963
J. W. Forrester, Jr.	Newspaper publisher	1963
Allan Hart	Attorney	1964
Douglas McKean	Journalist	1964
Ralph E. Purvine	Physician	1965

William E. Walsh	Attorney	1965
Henry F. Cabell	Estate Manager and Attorney	1966

The board elects its own officers annually. For 1959-1960 Mr. Cabell is president, Mr. Walsh vice president. The chief executive officer of the Board is the Chancellor. Dr. John R. Richards has occupied the position since 1953. In the Chancellor's office are other system officers; a Comptroller, a Budget Officer, a Director of Libraries, and an attorney. Also in the Chancellor's office are the Secretary of the Board and an Executive Secretary of the High School-College Relations Committee.

Regular meetings of the board are held on the fourth Tuesdays of January, April, July, and October, and on the second Tuesdays of March, June, September, and December. Most of the meetings are in Portland but occasional meetings are held at the various institutions located outside of Portland. At various times the State Board of Higher Education meets with the State Board of Education which has to do with the elementary and secondary schools.

Although the Board of Higher Education is appointed by the Governor and is a department of the state government, it has a high degree of autonomy. It executes contracts, buys and sells land, issues general obligation bonds within constitutional limits, and is the final authority on staff, curricula, and the administration of the various institutions under its jurisdiction. There is no review authority above the Board.

2. Administrative Organization.

For the administrative structure of Oregon State College see Faculty Organization and Committees, 1959-60. This furnishes information on the Faculty Senate, Coordinating Councils, Faculties and Staffs, Principal Administrative Officers, Faculty Committees, and the By-Laws of the Faculty Senate. See charts that are included showing organization.

Chief administrative officers:	Appointed
A. L. Strand, President B.S., M.S., Ph.D., LL.D.	October 15, 1942
Milosh Popovich, Dean of Administration B.S., M.S.	July 1, 1959
W. H. Carlson, Librarian and Director of Libraries of State System A.B., M.A.	1945
Ralph Colby, Dean of Lower Division B.A., M.A., Ph.D.	1949
F. A. Gilfillan, Dean of School of Science B.S., Ph.G., Ph.C., Ph.D.	1939
G. W. Gleeson, Dean School of Engineering, B.S., M.S., Ch.E.	1946
H. P. Hansen, Dean of Graduate School Ph.D., Ph.M., Ph.D.,	1950
C. V. Langton, Director of Physical Education B.S., M.S., Dr.P.H., Ed.D.	1929
C. E. Maser, Dean of Business and Technology A.B., D.K., Ph.D.	1950
W. F. McCulloch, Dean of School of Forestry B.A., M.S., Ed.D.	1955
D. T. Ordeman, Registrar A.B., M.A., Ph.D.	1943
F. E. Price, Dean, School of Agriculture B.S.	1950

G. M. Robertson, Business Manager B.S., M.S.	1949
Miriam Scholl, Dean of School of Home Economics B.Sc., M.A., Ed.D.	1954
F. M. Shideler, Director of Information B.S., M.S.,	1952
C. O. Wilson, Dean School of Pharmacy Ph.C., B.S., M.S., Ph.D.	1959
F. R. Zeran, Dean of School of Education A.B., M.A., Ph.D.	1947

The administrative officers are appointed by the president with the approval of the Chancellor and the Board.

An Administrative Council is composed of deans and other administrative officers and is concerned primarily with the coordination of administration. See supplementary publication as already noted.

Faculty committees and chart. See publication noted.

3. Budget

The fiscal year is from July 1 to the following June 30.

Legislative budgets are prepared in even-numbered years under direction of the Chancellor's office. After approval by the Board, they are printed in the Legislature's Budget Book. In making up the Legislative Budget, recommendations are obtained from deans and other administrative officers. Physical plant additions to be requested are thoroughly reviewed by the Committee on Facilities Planning and Use. Priorities are established which are later integrated with building requests from the other institutions in the system. This last is done by the Chancellor's office.

Annual budgets are prepared from January to March and usually go to the Board at the April meeting. They are based on prospective enrollment and the general needs of the institution. Quotas are established by the Chancellor's office.

Budgets are prepared in the President's office, the President, Dean of Administration, and Business Manager taking major responsibility.

Both annual budgets and Legislative budgets are first passed upon by the Finance Committee of the Board. Indeed, the Finance Committee often establishes the policy on salaries, buildings, etc., so that the institutions have formulae to follow in the preparation of budgets. By the time the complete budgets get to the Board, few if any changes are ever made.

Finance committee policy, elaborated by the Chancellor's office, is followed by departments in constructing their budgets. Coordination between departmental budgets, for instance the distribution of staff F.T.E. (full-time equivalent) is done by the president's office. There is no fixed quota by department. Although, in the case of salary increases, preliminary departmental quotas are given, there is always modification possible based on particular departmental needs and requests. More often school quotas are established allowing the deans to determine departmental amounts.

Authority to transfer funds from one department to another rests with the president's office but requires approval of Chancellor and Board. However, such transfer from department to department is seldom done. Unused department funds are transferred to the institutional reserve and appropriations made from that reserve to other departments. This has to do with salary adjustments, salary savings, etc.

Statements of expenditures and available funds are furnished to schools and departments monthly by IBM accounting.

L. The Students

1. Enrollment data

a. (see next page)

b. Summer session enrollments:

1959	1958	1957	1956	1955
1611	1743	1412	1363	1292

Extension: Classes by extension are administered through General Extension Division for the entire State System. There is no formal evening program. Those classes which are held on this campus in the evening are General Extension classes or classes scheduled after 6 p.m. because of inadequate facilities to care for all students on the normal day classes or convenience of students.

c. Graduates:	1959	1958	1957
Baccalaureate	1299	1156	1027
Master's	269	276	176
Doctor's	33	41	35
Honoraries	2	2	

2. Orientation, counseling, and testing

a. Nature of the entrance, preregistration orientation, and registration procedures:

To be admitted for any regular term, an applicant must present:

1. A "C" (2.00) or better grade-point average, if an Oregon high school graduate.
2. Rank in the upper one-half of his class, if an out-of-state graduate.
3. A "C" (2.00) or better grade-point average, if a college transfer, regardless of residence.
4. A 2.50 or better grade-point average, if applying for the graduate school.

L-1a

ENROLLMENTS FALL 1955 - FALL 1959

	Fall					Winter				Spring			
	1959	1958	1957	1956	1955	1959	1958	1957	1956	1959	1958	1957	1956
Freshman	1980	2130	2373	2109	2086	2002	2293	2028	1958	1762	2029	1786	1747
Sophomore	1837	2055	1850	2187	1983	1914	1772	2055	1814	1746	1657	1855	1616
Junior	1633	1603	1524	831	696	1334	1359	794	719	1022	1184	784	755
Senior	1522	1501	1318	1179	936	1631	1440	1242	977	1773	1512	1250	994
Graduate	750	689	606	476	452	693	622	501	480	658	612	478	440
Special	7	3	5	9	7	3	4	8	7	3	3	6	9
	7729	7981	7676	6791	6160	7577	7490	6628	5956	6964	6997	6159	5561
Agriculture	747	840	833	818	821	818	831	808	800	693	745	720	700
Business & Tech	990	1095	1084	928	847	1074	1131	954	834	997	1052	927	820
Education	1118	1035	933	875	766	998	932	839	789	953	942	840	806
Engineering	1581	1761	1824	1557	1359	1492	1598	1421	1233	1350	1418	1261	1103
Forestry	362	369	374	328	365	344	355	328	344	294	320	297	287
Home Economics	534	513	539	492	458	485	506	470	453	470	475	449	432
Pharmacy	275	239	219	208	184	226	204	203	176	213	193	194	162
Science	1439	1345	1149	938	832	1335	1176	887	832	1263	1136	888	774
Lower Division	654	734	679	600	478	747	712	620	442	673	671	538	438
Unclassified	29	50	42	47	50	58	45	98	53	58	45	45	39
	7729	7981	7676	6791	6160	7577	7490	6628	5956	6964	6997	6159	5561

Cumulative 1958-1959 8519 1957-1958 8317 1956-1957 7340 1955-1956 6675

A high school student not qualified by his record may enter by achievement of satisfactory test scores (College Board) or college-level summer session grades.

Preregistration orientation includes visitation to Oregon High Schools as part of the program directed by the High School-College Relations Committee. Students in every high school in Oregon are permitted to visit with college representatives and to obtain information desired regarding admissions, academic opportunities, costs, housing, and related factors. (High schools and high school representatives are invited to the campus following completion of fall term to interview their former students and the college orientation program.)

New Student Week, through tests, lectures, and group meetings, is planned to help transfers and freshmen become acquainted with the campus, the services offered on it, and the opportunities existing here in curricular and non-curricular fields.

Official registration is conducted in the Coliseum for one and one-half days as the final phase of New Student Week. Complete registration is handled in the one building with outlined directions provided students leading them from floor level to floor level as each step of registration is completed.

b. The extent to which the student personnel services include program and educational, vocational, personal and social guidance testing and counseling:

Educational advising and counseling is organized through each of the nine major academic schools on campus. The Head Counselor in each school, in cooperation with the Dean, heads the counseling program which requires the services of the regular faculty as advisers. Each school selects and trains interested capable instructors who serve students through this important function. The Personnel Coordinator cooperates with the Head Counselors in providing records and campus-wide information necessary for a successful continuing counseling program.

Counseling within professional schools often results in overlap of vocational with scholastic counseling. The Counseling and Testing Service provides confidential service to all college students desiring help on any type of problem: academic, vocational, or personal.

The offices of the Dean of Men and Dean of Women are primarily responsible for personal and social guidance. The Health Service also provides assistance with personal as well as medical problems.

c. What persons are responsible for counseling and the extent to which they are qualified:

The Personnel Coordinator, head counselors (one from each academic school), and members of the personal services committee have primary responsibility for much of the college counseling:

Personnel Coordinator: Dallas W. Norton, B.S. (1936), M.Ed. (1941)

Head Counselors:
William Langan, Agriculture, B.S. (1945)
Louis L. Edwards, Business and Technology, B.S. (1935), M.E. (1949)
Berlan Lemon, Education, B.S. (1941), M.E. (1948)
Marvin R. Haith, Engineering, B.S. (1928)
William Wheeler, Forestry, B.S. (1948), M.F. (1949)
Winnifred K. Fulmer, Home Economics, B.S. (1930), M.S. (1938)
Herman C. Forslund, Pharmacy, B.S. (1938), M.S. (1940)
Graydon T. Crews, Science, B.S. (1938), M.S. (1950), Ed.D. (1957)
Frank L. Parks, Lower Division, B.A., B.E. (1929), M.A. (1932), Ph.D. (1949)

Personal Services: Lillian Van Loan, Psychology, B.A. (1950), Ed.M. (1951), Ed.D (1959)

E. V. Hildebrandt, Speech, B.S. (1950), M.A. (1956)
L.A. Kirkendall, Family Life, B.S. (1928), M.A. (1931), Ph.D. (1937)
Charlotte Meller, Health Service, B.S. (1935), M.B. (1937), M.D. (1938)
N.D. Marksheffel, How to Study, B.S. (1933), M.E. (1953), Ed.D. (1958)
R. E. King, Remedial Reading, A.B. (1950), M.A. (1954)
W. F. Unsoeld, Religious Education, B.S. (1951), B.D. (1954), Ph.D. (1959)

Counseling and Testing Staff 59-60:
William Mills, Acting Director, A.B. (1939), Ph.D. (1954)
Elizabeth Brody, B.A. (1934), M.A. (1934), Ph.D. (1938)
Theodore Madden, B.A. (1946), M.A. (1947), Ph.D. (1959)
Roy D. Lewis, B.S. (1955), M.S. (1957)
Dale David Simmons, B.A. (1954), M.A. (1958)

d. Diagnostic and remedial measures provided for overcoming of academic difficulties:

Advisers are encouraged to study student records, test scores, recommendations and interview data; to understand college as well as school requirements; and to understand student interests, goals, and ambitions to best be prepared in advising students in order to prevent academic difficulties.

Problems that appear too involved or complex for the instructor or adviser are referred to the Personnel Coordinator, the Office of the Dean, or to one of the Personal Services for further assistance.

The Head Counselors sponsor each fall a series of lectures on "Study Hints." These sessions are offered as new students have experienced their first four-week warning period and recognize the need for help.

College courses are provided for diagnostic and remedial aid in such areas as speech, effective reading, study skills, mathematics, English, personal adjustment, and family life. In addition, special speech and

English courses are offered for foreign students.

Services are provided for students facing academic difficulty through counseling offered by the academic schools, the Personnel Coordinator, and the Deans of Men and Women.

More specialized assistance is offered through the personal services, the Counseling and Testing Center, and the Student Health Service.

e. Nature of testing program and use made of standardized or other tests:

The Minnesota Scholastic Aptitude Test, and adaption from the Ohio State University Psychological Test, is required of every new student, whether transfer or freshman. This test (MSAT) was used for the first time fall term, 1959, replacing the American Council on Education, Psychological Test (ACE) used for many years. The Cooperative English Test, Mechanics of Expression (Test A) measures grammatical usage, punctuation, capitalization, and spelling and is taken by every new student who does not have advanced standing in English. Mathematics placement is determined by the Cooperative Mathematics Test, Elementary Algebra, and is taken by all new students who lack a college level mathematics course in algebra or higher mathematics. Students whose scores are sufficiently high on this test then take additional standardized tests in advanced algebra and trigonometry for possible advanced placement. Students whose scores are very low on the elementary algebra test take a standardized test on general mathematics to indicate possible need for remedial arithmetic. Results of these tests take precedence in course placement over units or credits earned.

The aptitude test gives a measure of general capacity for college work while the English and mathematics tests determine the level of initial course placement. Students are placed in review, in regular college-level courses, or in advanced level courses in these and certain other academic areas.

f. Programs for counsel and aid of unadjusted students:

The college lacks facilities for treatment of seriously disturbed students, but serious cases are referred through the Student Health Service to private practioners. The Student Health Service counsels with students relative to personal and family relations, mental hygiene and moral guidance. The Psychology Department offers a course (serving about 200 students) designed to enable students to gain a better understanding of themselves and of the behavior of other students and at times works with individual students. Numerous religious groups maintain student clubs and advisers.

3. Health facilities and services

a. Complete medical examinations made by the family physican are required of all new students entering Oregon State College. The student must advise with the doctors in the Health Service before being approved for registration.

b. Student health records are used for classification for gymnasium and military classes, reference, information for other college departments and administration, and recalling students regarding remedial and other conditions which require medical attention.

c. All students are required to take a course in hygiene. The Health Service gives advice to those students who request it or whose obvious condition indicates the necessity.

d. The Infirmary includes an outpatient department and 30 beds. Students are entitled to 15 days per year in the infirmary. Surgery is not done by the Health Service.

e. No instruction in mental hygiene is required of our students. The Health Service, the professors of hygiene, and faculty of psychology all offer advice in this general area.

f. The student health fee is $6.00 per term which provides for general medical care.

g. The Health Service employs the following personnel:

3 full-time M.D.'s
3 part-time M.D.'s
10 full-time R.N.'s
1 part-time R.N.
1 Medical Technician
1 X-ray Technician
3 full-time clerical employees
part-time clerical employees variable
2 cleaning staff
3 cooks

4. Housing and food service

a. Dormitory facilities provided:

The college residence hall program has accommodations for a total of 2702 students. The five men's residence halls house 1470, with an additional 120 students in two cooperative living groups. The women's residence halls house 1014 in five units with an additional 98 in two cooperatives.

A new residence hall is now under construction and will be occupied for the first time in September, 1960. The new hall has a capacity of 315 and is suitable for either men or women students.

b. Supervision exercised over dormitories:

Each residence hall is supervised by a Head Resident who acts as hostess or housemother. In the men's halls, a graduate student acts as a hall advisor. An undergraduate student is also appointed to act as "club advisor" to each living group within the hall. Advisors are selected by the Office of the Dean of Men.

In the women's halls, each floor has a "sponsor" appointed by the Office of the Dean of Women.

c. Adequacy of dormitory facilities:

At the present time, the residence halls are adequate, both as to capacities and condition. Two men's halls, one built in 1907 and one in 1928, are in excellent condition. Of the remaining three, one was occupied in 1948 and two in 1956.

One of the women's halls was occupied in 1948 and two in 1959.

d. Dormitories' maintenance program and fire protection program:

The Department of Dormitories has two regular maintenance men on the housing staff on a 12 months basis. They keep up with the daily maintenance requirements. Major repairs are handled by the College Physical Plant staff on a requisition basis.

A fire inspection is made each year by the State Fire Marshall. The college fire marshall makes routine inspection of fire fighting equipment.

Fire drills are conducted once a term in the men's residence halls and once a month in the women's residence halls.

e. Nature of food service facilities:

Food service is provided in dining halls with cafeteria service.

Men and women students eat together in two dining rooms. One residence hall has a central kitchen with four small dining rooms, three for women and one for men.

Canned goods, staples, and fresh meats are purchased through the State Purchasing Agent, with the requirement of the necessary inspection certificates. Perishables are purchased locally. The sanitary inspection of facilities is provided by the college staff.

f. Use of housing and boarding facilities as educational and social agencies in carrying out the purposes of the institution:

The program in the residence halls is one of self-government by the students. They are given every opportunity to learn these processes in the small club organizations. Dress regulations for the dining halls are published by a joint group of the officers of the residence halls. Exchange dinners and firesides are scheduled by the various mens and womens living groups.

g. Program for selection and supervision of off-campus housing:

Male students are not required to live on campus. Undergraduate students under 23 years of age are required to live in college approved housing. Housing is approved by the Office of the Dean of Men if it meets certain standards. The inspection is made after the householder lists the accommodations with the housing office.

All freshman women are required to live in a residence hall. Undergraduate women students are required to live either in the residence halls or sororities. Exceptions may be granted for students living with relatives, working for room and board, or special diet cases.

5. Student loans, scholarships, and grants-in-aid.

a. A perpetual revolving trust fund, established for the purpose of lending money to worthy students attending Oregon State College, is administered by the Student Loan Fund, incorporated under the laws of the

State of Oregon. Trustees, seven in number, are appointed by the President of the College. This fund has arisen through the generosity of friends of the institution, by contributions, large and small. Private individuals and industrial organizations are donors to the fund.

b. Loans are of two classes: Emergency Loans, 30 days or less, and Long Term Loans for over 30 days. For the fiscal year ending June 30, 1959, 772 students had borrowed $51,462.00 on Emergency Loans. Two hundred eighty six students received long term loans in the amount of $86,897.63, an average of $303.83 per loan. Total loans for the year were $137,359.63.

c. On Emergency Loans a service charge, 25¢ to $1.25 is made. Interest on Long Term Loans is at 4%, beginning at time loan is made.

d. The Loan Fund is administered by a committee of seven. Included in this group is a person each from the Office of the Registrar, Business Office, Office of the Dean of Men, Office of the Dean of Women, and three from the staff at large. Officers are a President, Secretary and Treasurer. All trustees serve at the pleasure of the President of the College.

e. The Committee meets each week. Minutes are kept of all meetings. An annual audit is made by state auditors. A clerk is employed to keep books, receive applications for loans, handle disbursements and receipts, prepare material for the committee, and follow-up letters and notices on loans. Calculated losses to date are .3 of 1%.

Oregon State College is participating in the National Defense Educational Act of 1958. Total allotments to date amount to $116,000.00, which, together with the required institutional contribution of $13,900.00

makes a fund of $129,900.00. To date $50,000.00 in loans have been approved from this fund. These funds are in a separate account and are not calculated in amount of loans reported in paragraph "b".

f. Source, amount, and nature of funds for scholarships and grants-in-aid:

Academic Scholarships	Number of Scholarships	Total Value
Supported by foreign governments (or funds provided by American donors who specify foreign recipients).	31	9,895.00
Supported by American governmental departments and related agencies	62	12,954.00
Navy R.O.T.C. (These students selected by the Navy and the college on the basis of high school record and competitive examinations. Scholarship covers tuition, fees, books plus $50.00 per month.).	116	106,152.00
State Scholarships (Waiver of fee granted by legislative act.)		
a. Oregon residents	237	39,816.00
b. Foreign students	104	35,816.00
c. Residents of Alaska or Hawaii . . .	210	47,250.00
d. Legislative Scholarships . . . . . . (48 returning from 1958 appointments plus 45 appointed in 1959)	93	15,624.00
General Scholarships. Provided by industries, individuals and civic groups, most of whom permit the college to recommend or to select recipient.	234	74,729.00
Other Scholarships. These funds provided for designated students by high school student bodies, PTA groups, service groups, churches, and other community groups, are not administered by the college. Normally the college is asked to verify registration and to distribute the money as a service to the donor and recipient.	167	41,878.00
Graduate Fellowships. Provided by industry.	20	27,769.00

Summer Institutes	190	225,000.00
Academic Year Institutes. . . . . Sponsored by the National Science Foundation for special graduate programs.	50	273,000.00
Athletic Grants-in-aid	159	61,300.00
	1,673	971,183.00

A list of donors who provided funds for college scholarhips is printed in the 1959-60 College Catalogue on pages 110-115 and in a separate scholarships folder. The listing is grouped according to academic interest and according to whether the college or outside agencies administer the funds and select the recipients.

g. Number of students receiving scholarships or grants-in-aid last year:

One thousand five hundred and nine recipients received a total of $894,529.00 during 1958-59, for an average of $500.00 plus. However, this figure includes governmental and other funds that are not truly college scholarships. It is more accurate to report the following:

State scholarships permit a waiver of $168.00 of the yearly $255.00 fees. (If the recipient is subject to non-resident fees as undergraduate foreign students are the scholarship waives $423.00 of a total $510.00 yearly fee.)

Recipients of *Alaska-Hawaii Waivers* are excused from $255.00 of their $510.00 fee.

The average value of the 234 *general scholarships* provided by industry and other individuals or groups was $300.00

The average for the *miscellaneous funds* provided by community civic groups was $250.00 for 167 recipients.

It will be noted that the college lacks scholarship funds except as provided by interested donors, either individuals, corporations or other groups. Funds so provided at times involved permanent investments with interest being used for awards. Other funds are of less permanent nature and expire when the principle has been expended.

h. Whether field representatives grant scholarships, loans, or tuition rebates. Upon what basis?

Scholarships and loans are awarded at Oregon State College through committee action. Various schools and areas of special interest may have committees that coordinate or cooperate with the College Scholarship Committee in the selection of recipients. An individual faculty member is without authority to select or to assure selection.

The awarding of Athletic Grants-in-Aid is a function of the Athletic Department and is not subject to the procedures or regulations of the College Scholarship Committee.

6. Extra-curricular activities

a. Nature of student body organization. What are its important activities?

The student body is organized into a Senate of 27 students and 4 faculty, all of whom exercise voting rights. In addition to the student voting members there is a Senate Secretary, a Senate Parliamentarian, and a student body treasurer, all of whom are nominated by the student body president and confirmed by the Senate membership. The student body president, the first and second vice presidents and the president of the Memorial Union are elected by the students at large. Senate membership is divided into four groups.

Group I (7 in number) represents students on the basis of living organizations and includes the president of the Interfraternity Council, the president of the Panhellenic, the president of the Inter-Dormitory Council (men), the president of the Inter-Hall Council (women), the president of the Associated Independent Students, the president of the Co-op Council (men and women), and a representative from a recobnized group of off-campus students.

Group II (9 in number) is composed of senators representing the several Schools of the College--Agriculture, Business and Technology, Education, Engineering, Forestry, Home Economics, Pharmacy, Science, and the Lower Division of Liberal Arts.

Group III (8 in number) is composed of the president of the Memorial Union, the editor of the College newspaper (The OSC _Barometer_), the president of the Associated Women Students, the president of the Campus religious Council (composed of representatives from the various student church organizations), and the presidents of the four classes--senior, junior, sophomore and freshman.

Group IV (4 in number) includes the four faculty members, two of whom are appointed by the President of the College, the other two being chosen by the membership of the Faculty Senate.

Thus it can be seen from the organization of the Student Senate that each student is represented three ways--one, at large by the president, the first and second vice presidents of the student body and the president of the Memorial Union; two, on the basis of his membership in a living unit; and three, on the basis of the school in which he is registered.

Student members of the Senate are chosen in such a manner that approximately one-half of the membership carries over for part of each year, thus giving continuity to the program. The upper three classes elect officers in the spring term while the officers of the freshman class are chosen about the fourth week of the fall term. All class and student body elections are supervised by the Elections Committee of the Senate.

The two major standing committees of the Student Senate are: (1) The Student Life Committee which is composed of 9 students and 3 faculty; and (2) The Educational Activities Board--a student-faculty committee that handles all student body, class and Associated Women Students' moneys through its Manager, and which in addition supervises the principal educational activities of the College--Publications, Music, Forensics and Concerts and Lectures. Other standing committees of the Senate and Service Committee, Traffic Committee and Rally Committee.

The student body Senate is in charge of arrangements for the student part of New Student Week, supervises Homecoming activities, takes charge of the programming for Dads' Weekend and Mothers' Weekend, holds student body dances (usually one a term), works closely with the College administration on the promotion of educational policies, aims and objectives of the institution, and gives guidance and direction to the student body service organizations which assist new students at the beginning of each term. The principal student organizations hsoting visitors are the sophomore service groups for men and women--Thans and Talons respectively. Also, the ASOSC Senate authorizes and directs the Campus United Fund Drive, the Red Cross Blood Drive, and passes on requests of charitable groups which wish to conduct campaigns among the students.

Issues affecting student life and welfare are frequently the subject of discussion in the student Senate. The Senate meets weekly during the noon hour.

The social program for students is channeled primarily through the Student Life Committee which, as previously mentioned, is composed of nine students and three faculty. For the most part student members of the Student Life Committee are members of the student Senate. The faculty members are the Dean of Men, the Dean of Women and a teaching faculty member who is chairman. When acting as a standing committee of the student Senate, the Student Life Committee reviews budgets and programs for Homecoming, Dads' Weekend, Mothers' Weekend, all-school dances, and functions of the several classes. In its principal area of responsibility--that of representing the College administration--it deals with student living groups, honoraries, clubs, societies and other organizations which have been recognized by the committee. In this area it audits social functions of student living groups, checks on the handling of funds by all other organizations except those whose moneys are supervised by the Educational Activities office (student body, classes, and Associated Women Students). The Student Life Committee meets every other week and, more than any other student-faculty committee, is more directly concerned with student life and welfare.

b. Provisions made for chapel or assembly programs.

Chapel is not held at Oregon State College. Upon occasion, special assemblies are fostered by the student Senate. Most convocations and assemblies, however, are sponsored by other groups and will be discussed in 6-f.

c. Local or national fraternities, or other organized social groups for men. What per cent of men students are members?

On this campus there are 31 national fraternities. Approximately 34% of the 4976 undergraduate men are affiliated with fraternities. In addition, we have five dormitories for men comprising 23 clubs. Approximately 23.4% of our undergraduate men are affiliated with these clubs. There are two on-campus and four off-campus cooperative houses with 4.8% of the undergraduate men affiliated. Each of these men's living groups has either a faculty adviser, an alumnus adviser, or a resident adviser. In addition, each men's living organization has a housemother.

d. Local or national sororities, or other organized social groups for women. What per cent of the women students are members?

There are 17 national sororities with an affiliation of approximately 48% of the 2100 undergraduate women. There are three halls of residence for women with an affiliation of 38.5% of the undergraduate women, and six women's cooperative houses with an affiliation of 9.3%. Each of the women's organizations has a housemother and, as is true of the men's living groups, has an alumnus adviser or a resident adviser.

e. Honorary fraternities and sororities (See table next page)

f. Intellectual, social, musical, or other cultural activities sponsored by the students or by the institution other than those mentioned above.

Several schools and departments of the College sponsor intellectual, social, musical, and other cultural activities. The Civic Music Association, which is a community-college organization, receives a contribution through the Educational Activities Board which entitles every student to civic

Honor Societies*

Organization	Men or women	Date established nationally	Date established at Oregon State	Type or field of interest
General Honor Societies				
Alpha Lambda Delta	W	1924	1933	Freshman scholarship
Mortar Board	W	1918	1933	Senior leadership
Omicron Nu	W	1912	1919	Home Economics
Phi Eta Sigma	M	1923	1949	Freshman scholarship
Phi Kappa Phi	Both	1897	1924	Scholarship
Sigma Tau	M	1904	1913	Engineering
Sigma Xi	Both	1886	1937	Science Research
Tau Beta Pi	M	1885	1925	Engineering
Xi Sigma Pi	M	1908	1921	Forestry
Departmental Honor Societies				
Eta Kappa Nu	M	1904	1921	Electrical Engineering
Kappa Delta Pi	Both	1911	1928	Education
Phi Alpha Theta	Both	1921	1954	History
Pi Tau Sigma	M	1916	1941	Mechanical Engineering
Rho Chi	Both	1908	1922	Pharmacy
Sigma Pi Sigma	Both	1921	1934	Physics
Men's Professional Fraternities				
Alpha Delta Sigma	M	1913	1926	Advertising
Alpha Zeta	M	1897	1918	Agriculture
Gamma Theta Upsilon	M	1928	1956	Geography
Kappa Psi	M	1879	1912	Pharmacy
Sigma Delta Chi	M	1909	1920	Journalism
Women's Professional Fraternities				
Lambda Kappa Sigma	W	1913	1930	Pharmacy
Phi Chi Theta	W	1924	1924	Commerce (Secretarial Science)
Theta Sigma Phi	W	1909	1925	Journalism
Recognition Societies				
Alpha Phi Omega	M	1925	1946	Service (Boy Scouts of America)
Arnold Air Society	M	1947	1951	Air Science
Blue Key	M	1924	1934	Service (Seniors)
Delta Sigma Rho	Both	1906	1926	Forensics
Epsilon Pi Tau	M	1927	1929	Industrial Arts
Kappa Kappa Psi	M	1919	1922	Band
Kappa Pi	Both	1911	1949	Art
National Collegiate Players	Both	1922	1927	Dramatics
Pershing Rifles	M	1894	1925	Military (Army)
Phi Lambda Upsilon	M	1899	1928	Chemistry
Phi Sigma	Both	1915	1933	Biology
Pi Mu Epsilon	Both	1914	1933	Mathematics
Scabbard and Blade	M	1904	1920	Military
Local Honor Societies				
Euterpe	W	......	1920	Music
Masque and Dagger	Both	......	1917	Dramatics
Mu Beta Beta	Both	......	1928	4-H Club
Orange O	W	......	1922	Physical Education
Orchesis	W	......	1930	Dancing
Parthenia	W	......	1929	Physical Education
Silver Wings	M	......	1956	Air Science

* As classified by *Baird's Manual*, 1957.

Oregon State College student affiliates of national professional societies

Accounting Society
American Chemical Society
American Foundryman's Society
American Guild of Organists
American Institute of Chemical Engineers
American Institute of Electrical Engineers
American Institute of Industrial Engineering
American Institute of Mining Engineering
American Pharmaceutical Association
American Society of Agricultural Engineers
American Society of Agronomy
American Society of Civil Engineers
American Society of Heating and Ventilating Engineers
American Society of Mechanical Engineers
Associated Western Forestry Clubs (West)
Institute of the Aeronautical Sciences
Institute of Radio Engineers (OSC Branch)
Society for the Advancement of Management
Society of American Military Engineers
Society of Automotive Engineers

music membership. Occasionally, the Educational Activities Board will sponsor a musical organization or lecturer. Then, too, the Executive office of the College, in conjunction with the Concert and Lectures Committee, each year sets up a series of convocations to which outstanding personages are invited to speak. The Modern Language Department, the English Department, the Speech and Music Departments, and several other departments of the College, as well as some honor societies, foster lectures and/or productions which are open to the public as well as to students and faculty members. Many fine art exhibits are brought to the campus each year by the Art Department and/or by the Memorial Union. Each year for the past ten years, the Division of Liberal Arts has conducted an Institute dealing with different phases of U. S. foreign policy. In addition to organizations already mentioned, Round Table (YMCA-YWCA) promotes International Week and Religious Emphasis Week.

g. Arrangements for advising or supervising student organizations and activities.

Every student organization and principal activity is required to have some faculty supervision. As indicated in 6-a, four faculty members have voting rights in the student Senate. Each class organization has a faculty adviser. Every fraternity, sorority, and student co-op has faculty supervision. The same is true in our dormitories and halls for men and women students where the principal supervision comes from the offices of the Dean of Men and Dean of Women with student advisers and/or sponsors assisting in the supervision. School clubs, departmental student groups, and honoraries have faculty advisers. In working with student organizations of all kinds, the offices of the Dean of Women and of the

Dean of Men depend greatly upon faculty personnel.

h. Controls exercised over the finances of student organizations.

The finances of the student body Senate, the four classes, and the Associated Women Students are closely supervised by the Manager of Educational Activities. All moneys received and disbursed by these organizations must clear through the office of Educational Activities. Fraternity and Sororities are required to have monthly audits made by reputable accounting agencies and reports of such audits are filed with the offices of the Dean of Men and Dean of Women. Accounts of co-op living groups are also supervised by faculty members. Every student organization holding a social function must make an accounting of such function by the 10th of the month following the month in which the function was held. In the case of living groups these reports are filed with the office of the Dean of Women. In the case of the class, student body, and the activities of the Associated Women Students, the audit is conducted by the Manager of the Educational Activities. Reports of functions held by student clubs and organizations must be filed either with the Manager of Educational Activities or with the chairman of the Student Life Committee.

Organizations within the schools and honorary and service groups usually require the signature of the faculty adviser in addition to that of the student treasurer whenever moneys are disbursed. Every effort is made to account for all moneys received and disbursed although it is recognized that some central accounting program for all student organizations would have considerable merit. The Student Life Committee is presently considering the feasibility of such a plan.

i. Intercollegiate athletics

Intercollegiate athletics consists of all sports participated in by teams representing Oregon State College in intercollegiate competition, provided the competition warrants the rating by the Intercollegiate Athletic Board. Football, basketball, baseball, track, tennis, golf, swimming, and wrestling are the major sports. These activities are supervised by a Board known as the Intercollegiate Athletic Board. This Board is appointed by the President of the College and the Board is responsible to the President. Board membership consists of the President of the Student Body, Editor of the Oregon State Daily Barometer, Manager of the Business Office at Oregon State College, Secretary of the Alumni Association, Faculty Representative of Oregon State College and six additional members appointed by the President of the institution. At least one of the six additional members shall be a member of the faculty of Oregon State College. The Intercollegiate Athletic Board elects a Director of Athletics who, in accordance with such policies and procedure as may be determined by the institution and the Board of Intercollegiate Athletics, has direct supervision over all affairs and properties and activities under the Department of Intercollegiate Athletics. All staff members have faculty rank and same responsibility to the institution as other faculty personnel. Approximately 10% of staff salaries is paid from state funds and 90% from athletic receipts.

j. Students who have participated in intercollegiate athletics during the past year. None has received a "Scholarship". Grants-in-aid and earnings from campus employment are indicated.

Participants by Sports	Amounts awarded and earned	
	Grants-in-aid	Employed

BASEBALL

Varsity

Baker, Gary Lee	$148.00	$450.00
Berreman, Robert C.	447.00	342.00
Bradshaw, Kim R.		700.00
Critser, Roy		758.00
Criner, Leon		738.00
Day, David B.	447.00	394.00
Droscher, Gerald C.	222.00	682.00
Girod, Louis Bart	222.00	
Luby, Hugh D.	222.00	504.00
Lunde, Raymond C.	222.00	400.00
Mason, Grimm		778.00
Moore, Gary L.		696.00
Moye, Rene D.	222.00	332.00
Oerding, William R.	222.00	416.00
Petroni, Carlo		
Reinking, William E.		
Rudzik, Billie G.	148.00	340.00
Smith, Clayton N.		
Wagner, William		292.00
Whitelaw, John M.	222.00	340.00

Freshmen

Allen, Riley		192.00
Baker, Robert H.		
Bissonnette, Larry		
Braden, Thomas J.		
Emery, David B.		
Greene, Jay		
Hammer, James		
Hendry, Eugene R.		
Hayden, Robert		
Jones, Thomas D.		
Lee, Francis D.		
Meredith, Richard L.		
Narver, Mike		
Ogburn, Phillip N.		232.00
Orr, James C.		
Powell, Donald L.		
Stone, Tom A.		
Thomas, Dennis		
Thompson, Theodore C.	222.00	504.00
Vidos, Michael H.		

BASKETBALL

Varsity

Anderson, James E.	447.00	782.00
Anderson, Richard Karl	447.00	764.00
Copple, Larry L.	222.00	718.00
Critchfield, Ronald	447.00	778.00
Critser, Roy Floyd	447.00	758.00
Flynn, Stephen	447.00	748.00
Goble, Gary Glen	447.00	782.00
Harman, Lee	343.00	562.00
Johnson, Ernest W., Jr.	222.00	752.00
Johnson, Roger Carl		446.00
Miller, Ted C.	222.00	780.00
Woodland, James S.	447.00	760.00

Freshmen

Campbell, Timothy L.	447.00	652.00
Carty, Jay J., Jr.	447.00	734.00
Drake, Dale R.		234.00
Fleming, Robert Bruce	222.00	660.00
Goddard, Paul V.	222.00	716.00
Jacobson, Robert Warren	222.00	516.00
Jones, Gerald R.	222.00	732.00
Jordan, Douglas Wayne	447.00	730.00
Linton, Arthur C.		
Niles, Robert A.	222.00	610.00
Repak, Roy		
Stenlund, Gary M.	222.00	744.00
Thompson, Leslie E.		

FOOTBALL

Varsity

Anagnos, Spiro	447.00	748.00
Arana, Antonio	222.00	758.00
Ankerson, Anthony	447.00	792.00
Bashor, Douglas H.	222.00	764.00
Bates, Ted D.	447.00	772.00
Beamer, Clarence M.	222.00	296.00
Brackins, James E.	447.00	794.00
Brundage, Dennis C.	222.00	786.00
Criner, Leon	447.00	738.00
Dolby, Michael	447.00	783.00
Doman, Jerry	222.00	800.00
Durden, Earnel	447.00	788.00
Enderly, George	447.00	800.00
Farrell, Robert	447.00	760.00
Hadraba, John P.	447.00	788.00

Hadraba, Robert J.	447.00	796.00
Hake, Bruce	447.00	780.00
Hogan, Howard	222.00	798.00
Horrillo, John P.	447.00	752.00
Johnson, Roger C.	148.00	446.00
Kaohelawlii, Edward	222.00	794.00
Lowe, Paul E.	149.00	272.00
Lukehart, Gary D.	447.00	766.00
Marsh, Amos	447.00	254.00
Marshall, Charles	447.00	792.00
Mason, Grimm P.	447.00	778.00
Miller, Ronald W.	447.00	782.00
Milum, Robert B.	298.00	370.00
Niko, Talisua	149.00	298.00
Paulson, Dainard A.	447.00	794.00
Roger, Edmund H.	74.00	300.00
Sanchez, Larry	447.00	776.00
Sanchez, Seraphin	447.00	758.00
Stinnette, James E.	222.00	796.00
Swift, Derald D.	222.00	784.00
Thiel, Donald	447.00	798.00
Thomas, Aaron N.	447.00	778.00
Woodward, Earl	447.00	794.00

Freshmen

Adamson, Allan	222.00	606.00
Ankerson, Timothy	447.00	798.00
Benvenuto, John A.		
Berney, Edward A.		
Cabe, Terry B.	447.00	688.00
Cariaca, Ross	447.00	802.00
Carter, Allen R.		
DeBisschop, Walter	447.00	796.00
Delzer, Donald G.	294.00	422.00
Fong, Kenneth		
Funston, James P.	222.00	802.00
Galyen, James M.	447.00	814.00
Hawley, Frank E.	222.00	694.00
Hirte, Douglas J.		
Johnson, William L.		
Kasso, Donald	447.00	812.00
Lea, Robert W.	447.00	766.00
Lowden, Ted	223.50	260.00
McKinney, Errol		
Nedry, Jay R.		
Nevis, Richard L.		
Paddock, Dennis G.		
Phelps, Richard A.		
Picard, Stephen	222.00	746.00

Pieters, Dennis G.	222.00	814.00
Ramsthel, Allen F.		
Reimann, James V.		
Schmidt, Robert H.	447.00	784.00
Schneider, Gary Lee		
Second, John		
Stonebarger, John S.		
Sullivan, William L.	447.00	794.00
Vanderdasson, William G.		
West, Richard A.	222.00	794.00

GOLF

Varsity

Brown, Robert	
Carter, Thomas	
Copple, Larry	
Deakins, Warren	
Meyer, Karl	
Dunkin, John	
Grant, Lee	
Perrault, Michael	
Tuttle, Leighton	222.00
Wood, Joseph	

Freshmen

Hall, Gordon
Hamlin, Thomas
Mattison, Jack
Ramsthel, Allen
Rohrbough, Jack
Schroeder, Stewart
Warnock, Fred

SWIMMING

Varsity

Bruce, Robert Glen	
Doyle, Charles Edward	
Crawford, Robert William	74.00
Dalucchi, Philip B.	74.00
Freeman, William M.	
McKeen, Scott H.	
Oakerman, Dale Everett	
Peck, Roger Lee	
Preston, William G.	
Schulake, Delbert Lee	
Shaw, Kenneth Charles	223.00

Steinhauser, Frederick C.	
Sweatt, Lee Dale	222.00
Walsh, Richard Robert	74.00
Welch, Arthur C.	
Welch, John H.	

Freshmen

Baker, Phillip John	
Fanning, Thomas Leonard	37.00
Keudeli, David Jack	
Munz, Larry	
Rust, Terry	74.50
Samuel, Gary R.	
Sweatt, James R.	
Rick, Donald Hall	
Pierson, Steve	

TENNIS

Varsity

Burke, Richard	
Guenther, Ronald	
Hall, Stephen	
Skvarna, Paul	148.00
Stafford, Richard	
Stangeby, Roy	
Yodd, Dennis	74.00

Freshmen

Brynildsen, Gordon	148.00
Grischkowsky, Dan	
Reynolds, Julius	
Sampson, David	
Semon, Robert	
Simmons, Gene	
Welch, Gary	

TRACK

Varsity

Ballew, Douglas		
Blaco, Loren	111.00	388.00
Burkhardt, David		
Campbell, Scott		
Cordy, Cliff	222.00	
Fore, Stuart	222.00	188.00

Fergusson, Don	447.00	558.00
Hanson, Richard J.	111.00	238.00
Heinsoo, Tiit	111.00	378.00
Horn, Darrell	222.00	738.00
Hunter, John G.		
Lee, Richard G.	447.00	
Marshall, Duane E.	222.00	552.00
Marsh, Amos		754.00
Martin, Donald H.	111.00	394.00
Moss, Wayne	447.00	
Miller, Ron		
O'Conner, John		
Patterson, Bruce	222.00	772.00
Plumley, Neil	222.00	800.00
Rea, Larry		
Reynolds, Richard		
Scott, Jon H.	222.00	516.00
Simpson, John	222.00	504.00
Skowhede, Walter		88.00
Thomas, Aaron		778.00

Freshmen

Allgaier, Granter		338.00
Ball, John		
Bankofler, Duane		
Cochran, Craig		
Drake, Dale		234.00
Dysal, Clark		
Fones, Norman	222.00	316.00
Hemminger, Dave		
Hoffman, Norman		126.00
Johansen, Chris		
Kessi, Bob		
Laird, Charles		
Maryott, James		174.00
Meyers, Boyd		
Pieters, Dennis		814.00
Paddock, Dennis		
Reddaway, Gary W.		
Samuel, Gary R.	37.00	
Stenlund, Gary		744.00
Thomson, Cliff	222.00	570.00
Tyler, Marvin		
Williams, George		

WRESTLING

Varsity

Ball, Chancey B.		
Conway, Donald M.	222.00	
Dustin, John Allen		
Fivian, Fritz	447.00	
Fletcher, Dwight E.		
Gienger, Thomas C.		
Noteboom, Kenneth		
Place, Kenneth		
Tamura, Mitsura	150.00	
Worrell, William K.		
Wright, Laurence Alfred	150.00	

Freshmen

Banning, Maurice		
Cyrus, Omer		
Finley, Ronald		
Funston, James		802.00
Johnston, James	222.00	
Malick, John		
Merzenish, Edward		
Payne, Jack K.		
Perez, Gerald	222.00	
Picard, Howard		
Roberts, Gilbert		

k. Athletes conform to the same requirements in representing the institution as do other students, and, in addition, to meet the regulations approved by the Intercollegiate Athletic Board and The National Collegiate Athletic Association.

l. The function of the intramural athletic program at Oregon State is to encourage persons of sub-varsity ability to enjoy competition in sports, wholesome recreation, self-improvement, and resulting social contacts. The program has increased from activity in four sports of six teams each in 1927 to 29 sports and 134 teams. A slogan, Every Man in Athletics, is 58.3% realized, though no credit for physical education activity is given the participants in intramurals. The events are administered by group elected students under the supervision of a faculty member at each event. The women's program is less extensive but adequate.

7. Placement

a. Provisions for assisting students in securing part-time employment on campus and off campus.

The office of the Dean of Men maintains a Housing and Employment Service supervised by a full-time employee. Many men students secure part-time employment in campus positions or in the community through this office. In the biennium 1956-58, the Housing and Employment Service of the office of the Dean of Men reported total cash earned for steady and odd jobs for men and women placed at $237,359. The same report indicated 3640 men and 900 women registered for work. Of this number 746 men and 343 women were placed in steady cash jobs. In addition, 209 students were able to work either for board and/or room, with the cash value of such earnings estimated at $27,000. The grant total earnings, therefore, were roughly $264,000.

The office of the Dean of Women maintains an employment service. Some students are placed in homes where they earn their board and room. Many others find employment on campus in clerical positions, in the College Library, etc. No definite figures as to numbers can be provided in this connection, however.

b. Per cent of the students normally employed part time.

Approximately 80% of the men students and 65% of the women students are partially or entirely self-supporting. It is estimated that 45-50% of the men and 35-40% of the women students are employed part-time through the Housing and Employment Service or through departments and schools of the

College during the school year.

c. Placement of graduates is decentralized on this campus. The School of Education administers a service for the placement of teachers regardless of their major. The Placement Officer for Engineering carries a semi-formal program for Engineering graduates and for some areas of Science. Other schools operate rather informally with much reliance upon the individual departments within schools. The close associations between departments and professions are too valuable to lose to a centralized headquarter.

d. Follow-up studies are made in collaboration with national surveys. Only informal and volunteer data are possible from graduates after they scatter throughout the world.

8. Alumni

a. The Alumni Records Department is a regular branch of "Institutional Services", Oregon State College. This department receives College funds and is charged with responsibility of keeping adequate biographical and geographical records for each of 35,000 graduates. In addition, the office maintains address records for approximately 20,000 of 35,000 "ex-students" or non graduates. The name, address, class year, living group affiliation, alumni association status, and occupation are kept for each alumnus by means of a series of IBM record cards. Services of the Alumni Records department are available to any other school or department at OSC and to the Alumni Association.

b. The Alumni Records department also services as headquarters for the Oregon State Alumni Association. The department manager is the executive secretary for the Association. The assistant manager edits the "Oregon Stater" monthly alumni journal. By authority of a 42-person Association Board of Directors and the College Administration, the following alumni contacts are maintained:

(1) Mailing of the "Oregon Stater" magazine to 9,000 alumni association members nine times each year.

(2) Organization of approximately 20 branches or clubs, primarily on the West Coast, and providing such groups of alumni with speakers and other programs for meetings.

(3) Organization of Homecoming, class reunions, other special events on campus.

(4) Mailing of newsletters, informational pieces (300,000 per year) to all alumni.

(5) Any requested services by individual alumni or groups.

The stated purpose of the Alumni Association is to provide Alumni with proper information and organization in order for the Alumni body to properly back and serve Alma Mater in all its purposes.

c. Tangible alumni support of OSC by its alumni is divided as follows:

(1) An income of $20,000 each year from 9 to 10,000 dues-paying members, amount used for information and promotion.

(2) Contribution of funds (over $20,000) to the athletic program.

(3) A share in solicitation of or contributing of more than $200,000 now given through the OSC Foundation or other OSC agencies for research, scholarships, awards, etc.

(4) Individual and group alumni political pressure for Oregon State Educational purposes.